DOCUMENT RESUME

ED 440 476 EA 030 400

TITLE	Report on High School Completion Rates, 1996-97.
INSTITUTION	Texas Education Agency, Austin. Office of Policy Planning and Research.
REPORT NO	GE9-601-01
PUB DATE	1999-08-00
NOTE	64p.; For another study on Texas completion rates, see ED 424 665.
AVAILABLE FROM	Texas Education Agency, Publications Distribution, P.O. Box 13817, Austin, TX 78711-3817 ($5.50).
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Age Grade Placement; Black Education; Cohort Analysis; Degree Requirements; *Economically Disadvantaged; *Enrollment Trends; *Graduation; High Schools; Hispanic American Students; *Racial Differences; Tables (Data)
IDENTIFIERS	*Texas; *Texas Education Agency

ABSTRACT

A study examined enrollment patterns in the Texas public school system for four cohorts of students from 1993-94 to 1996-97. The 1996-97 cohort, for example, which began with students enrolled in the 9th grade for the first time in 1993-94, was followed for 4 years through expected graduation in 1996-97. The 1993-94 cohort included first-time 9th graders in 1990-91, expected to graduate in 1993-94. In 1996-97, 203,567 students from a cohort of 224,425 completed or were still completing high school in the Texas public school system--a 5 percent increase from the completion rate for 1993-94. Completion rates vary greatly by student characteristics: in the class of 1997, students who were on-grade for their age had a much greater chance of completing high school than students who were either overage for grade when they first entered the cohort or retained sometime during high school. White students were more likely to complete high school than Hispanic or African-American students. Economically disadvantaged students had markedly lower completion rates than noneconomically disadvantaged students. Three appendixes contain a synopsis of student progress through high school over a 4-year period for the class of 1996-97; a summary of completion rates by district characteristics, 1994-97; and annual district completion rates for the class of 1996-97. Contains 15 references. (DFR)

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1996-97 Report on High School Completion Rates

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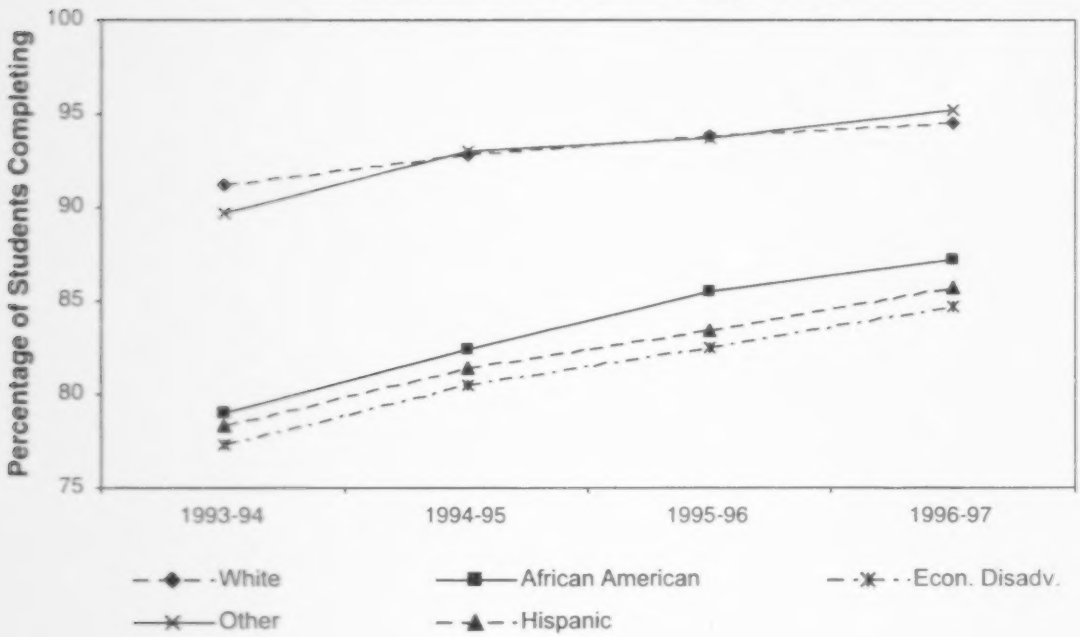
August 1999

High School Completion Rates by Student Groups, Classes of 1994 through 1997



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1996-97 Report on
High School Completion Rates

Texas Education Agency
Austin, Texas
August 1999

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1996-97 Report on High School Completion Rates

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Highlights

Who was included in the study?

- The study investigated four cohorts of students who were expected to graduate in the following years: 1993-94, 1994-95, 1995-96, and 1996-97.

- Starting with first-time ninth graders in the initial year, the study examined student enrollment patterns for each cohort through expected graduation four years later.

How many students are completing high school?

- In the class of 1997, 188,488 out of 224,425 students completed high school, either by graduating or earning a General Educational Development (GED) certificate. Another 15,079 were continuing to attend school in the fall following their expected graduation.

- Statewide, the completion rate was 90.7 percent, up from 85.3 percent for the class of 1994.

How do students complete high school?

- 75.8 percent graduated, up from 72.2 percent in the class of 1994.

- 8.2 percent earned GED certificates, up from 5.9 percent in 1994.

- 6.7 percent remained enrolled in the fall following their expected graduation date, down from 7.1 percent in 1994.

Who completes high school?

- In the class of 1997, students who were on-grade for their age (i.e., the expected age for their grade level) when they first entered the cohort were almost 19 percent more likely to complete high school than those who were overage for grade (i.e., older than expected for their grade level).

- Non-mobile students (those who did not change campus or district during high school) were slightly more likely to complete high school than those who were mobile.

Highlights

- White students were more likely to complete high school than Hispanic or African American students. However, the gap narrowed between 1994 and 1997, with minority students improving their completion rates about twice as fast as White students.

- Economically disadvantaged students had markedly lower completion rates than non-economically disadvantaged students.

- Several key groups of students were more likely to meet the criteria for completion by earning a GED certificate or by remaining enrolled in the fall after their expected graduation:

  - students who were overage for grade in ninth grade, or who were retained in grade at any time during high school;

  - economically disadvantaged students;

  - students identified as being at risk of dropping out; and

  - second-language learners (SLLs, previously called limited English proficient, or LEP students).

1996-97 Report on High School Completion Rates

Executive Summary

This study examined enrollment patterns for four cohorts of students from 1993-94 to 1996-97. The 1996-97 cohort, for example, which began with students who were enrolled in ninth grade for the first time in 1993-94, was followed for four years through expected graduation in 1996-97. The 1993-94 cohort includes first-time ninth-graders in 1990-91 who were expected to graduate in 1993-94.

In 1996-97, a total of 203,567 students (90.7%) from a cohort of 224,425, completed or were still completing high school in the Texas public school system. This represents more than a 5 percentage point increase from the 85.3 percent completion rate for the 1993-94 school year.

Students are considered to be high school completers if they have already graduated, earned a General Educational Development (GED) certificate, or are still enrolled toward completion in the fall after their expected graduation. In 1997, 75.8 percent graduated, 8.2 percent earned GED certificates, and 6.7 percent remained in enrollment in the fall.

Completion rates vary greatly by student characteristics. In the class of 1997, students who were on-grade for their age (i.e., the expected age for their grade level) had a much greater chance of completing high school than students who were either overage for grade when they first entered the cohort (i.e., older than expected for their grade level) or retained sometime during high school. White students were more likely to complete high school than Hispanic or African American students. Economically disadvantaged students had markedly lower completion rates than non-economically disadvantaged students. Students identified as at risk of dropping out had lower completion rates than those not identified as being at risk. Non-mobile students (those who did not change campus or district during high school) were slightly more likely to complete high school than those who did move.

Many of the gaps in completion rates between student groupings narrowed between 1994 and 1997. The percentage point improvement in completion rates for minority students was about twice as large as the improvement for White students. Completion rates for at-risk students increased more than twice as much as those for students not identified as at risk. Likewise, the completion rates for economically disadvantaged students and mobile students improved faster than the rates for their non-economically disadvantaged and non-mobile counterparts, respectively. While 1997 completion rates for overage and retained students remained far behind those of on-grade students, this gap too had narrowed greatly since the class of 1994.

For some students, earning a GED appears to be an important route to high school completion. Students who began ninth grade overage for grade, students who were retained in grade during high school, second-language learners (SLLs), and students identified as at risk of dropping out all had much higher rates of completion by GED than other student groups. For students who had not completed 12th grade by the time of their expected graduation, additional time in the system also appears to be an important route to completion. Economically disadvantaged students, at-risk students, overage and retained students, and SLLs all had much higher rates of continued enrollment following their expected graduation year, and correspondingly lower rates of on-time graduation, than other student groups.

Larger, urban districts tended to have somewhat lower completion rates than smaller, rural districts, and districts with better overall performance on the Texas Assessment of Academic Skills (TAAS) had higher completion rates than those with weaker TAAS performance. District financial resources and teacher qualifications had little apparent relationship to completion rates. This is most likely a result of the contrast between the longitudinal nature of the completion rate and the point-in-time measurement of district characteristics.

Currently, Texas is the only state where completion rates are reported on a routine basis. The National Center for Educational Statistics (NCES) has begun developing a completion rate reporting process to permit state-to-state comparisons, but not all of the methodological issues have been resolved. A direct comparison of Texas' completion rates with those of other states and/or national statistics will not be possible until other states adopt similar measures or NCES begins tracking completion rates nationally.

1996-97 Report on High School Completion Rates

Introduction

This is the first annual report of completion rates in Texas public schools. It describes completion rates for the cohort of students whose anticipated time of graduation was spring 1997. The report includes:

- statewide completion rates by student characteristics;
- historical completion rates for the previous three graduating cohorts, provided for comparison purposes;
- a summary of completion rates based on district characteristics; and
- a listing of completion rates (overall and for different student groups) for the current cohort and the previous three cohorts, by county and district.

Historical Background

Since 1994, the Academic Excellence Indicator System (AEIS) has been used to determine accountability ratings for Texas public school districts and campuses. Three types of indicators are used in this system: (1) base indicators, (2) additional indicators, and (3) report-only indicators. Base indicators are used to determine district accreditation status and campus performance ratings. Additional indicators are used to determine acknowledgement ratings for districts and campuses. Report-only indicators are not statutorily required for use in accrediting districts, but are required for reporting in AEIS.

The annual dropout rate for students in Grades 7-12 has been used as a base indicator since the inception of the accountability rating system. During that time, there has been interest on the part of educators and the public in finding an alternative measure of school performance. Critics of the annual dropout rate claim that, since the indicator only captures a snapshot of a group of students at one point in time (Calderon, 1996), it does not describe a true picture of the school careers of individuals or groups of students (Arrigona, 1991; Cardenas, Robledo, & Supik, 1986; Ligon, Stewart, & Wilkinson, 1990).

In response to these concerns, the commissioner of education initiated a research study to investigate school completion rates. While replacing dropout rates with completion rates would most likely require a change in statute, a first step toward establishing the comparability of the two measures is to publish completion rates as a report-only indicator. Unlike dropout rates, completion rates are reported only at the district level, not at the campus level (see the discussion of reporting level in the Methods section), in large part because of the variations in grade levels served by public secondary schools in Texas.

Conceptual Approach

The completion rate measure used in this report is an adaptation of the Holding Power Index (Hartzell, McKay, & Frymier, 1992). This longitudinal measure follows a cohort, or class of students, individually and determines their status at the end of Grade 12.

The original cohort consists of first-time ninth-graders in the starting year. In each subsequent year, new students who transfer into the Texas public school system in the same grade in which the original cohort members are enrolled are added to the cohort. Students who leave the system but are not classified as dropouts are removed from the cohort. Each member of the cohort is assigned a final status by the fifth year following the year of entry into ninth grade. In other words, they are grouped into completers and non-completers.

Completers are any students who, at the end of the four-year period: (1) have graduated, either on time or early; (2) have received a General Educational Development (GED) certificate; or (3) are found to be enrolled in school during the year following their anticipated graduation. At the end of four years, the completion rate is calculated as the number of completers, divided by the number of students in the cohort.

$$\frac{\text{N of completers} = \text{(On-time graduates + early graduates + GED recipients + continuing students)}}{\text{N in cohort} = \text{(First-time ninth-graders in base year + transfers in - transfers out)}}$$

(Source: Texas Education Agency [TEA] *AEIS Glossary*)

Note that students in the cohort who are retained in grade or who skip a grade (i.e., are double-promoted) are still considered members of the cohort; cohort membership does not transfer from one cohort to another over time. The course of the 1996-97 cohort over four years is illustrated in Appendix A.

In contrast to the HPI as originally specified, dropping out and leaving are not necessarily considered terminal events. School districts are being held accountable for students' educational activities over a four-year period. Many schools and districts have successful dropout recovery programs to draw students back into the public school system after they have left. Consequently, the focus of the completion rate methodology is on a student's final status at the end of the four-year period, not the interim statuses. A student may return after dropping out or leaving and will count as a completer if he or she meets any of the completion criteria. Dropping out or leaving affects the student's final status only if it is the last event recorded for that student in the Public Education Information Management System (PEIMS) database.

Previous completion rate studies have found widely disparate rates for different student groups (Hartzell et al., 1992; New York City Board of Education, 1994).

Typically, the student groupings studied have followed much the same lines as those used in reports of dropouts: ethnicity, gender, and instructional program (academic vs. career and technology), for example. Because the completion rate is being reported in AEIS and is being considered for future use as a base indicator, this report presents information on completion rates using student and district categories similar to those used in the *Annual Report on Public School Dropouts*.

It is important to note, however, that the completion rate, at any level of aggregation, is not directly comparable to the dropout rate, for several reasons.

- The completion rate applies to students in Grades 9-12; the dropout rate applies to Grades 7-12.
- The completion rate is tied positively to the public's understanding of the goals of public education.
- In contrast to the annual dropout rate, which measures dropouts as events in a single school year, the completion rate is a longitudinal measure that looks at the final dispositions of members in a cohort over a four-year period.
- Completion rates and dropout rates are affected differently by student mobility, due to the contrast between the longitudinal nature of completion rates and the event-based nature of dropout rates.
- All enrollment figures in the completion rate calculations are based on fall enrollment only. This differs from the method used to calculate the annual dropout rate, in which the denominator is cumulative membership (i.e., all students who were ever reported in attendance in a district at any time during the year).

Data Sources

Public Education Information Management System (PEIMS). PEIMS collects comprehensive and detailed information that reflects public education activity in over 1,000 school districts and over 6,000 campuses throughout Texas. Related to completion rates, school districts report the following data in the fall of each year: enrollment information for that year, dropout information for Grades 7-12 for the previous year, and graduate information for the previous year.

Enrollment. Enrollment data from 1993-94 through 1997-98 were used for this report. The members of the initial cohort were identified as students who were reported in enrollment in ninth grade in the fall of the 1993-94 academic year and were not enrolled in ninth grade in the fall of the previous year. New 10th-, 11th-, and 12th-graders were added to the cohort if their enrollment records appeared in PEIMS for the first time in the fall of the 1994-95, 1995-96, and 1996-97 academic years, respectively.

Transfers. The enrollment status of cohort members is tracked each year of the cohort. Students who can no longer be located in the PEIMS database and have not been reported as dropouts are treated as transfers out of the system, not as dropouts. (Until 1998-99, districts were not required to report departures of anyone other than graduates or dropouts.) Repeat dropouts who are excluded for accountability purposes are also treated as transfers out of the system. Students who transfer out, but later are reported as enrolled, graduated, or having earned a GED certificate are *not* treated as transfers out of the system. Any gaps in enrollment are noted; otherwise, these students are treated the same as other cohort members for purposes of identifying completion status. Students who move during the four-year period are assigned a final status in the last district in which they are reported.

Dropouts. Students who are reported as dropouts through PEIMS, are not recovered through the dropout recovery process, and have no other completion status are treated as dropouts. Students who are reported as dropouts but later are reported as enrolled, graduated, or having earned a GED certificate are counted on the basis of that last status as completers, not as dropouts.

General Educational Development (GED). Candidates take GED tests at over 200 centers located throughout the state in school districts, colleges and universities, and education service centers. Tests are offered year-round and may be taken in either English or Spanish. When a candidate completes testing, the answer sheets are sent to the University of Texas Scoring Center, where they are graded and transmitted electronically to TEA. Unlike the enrollment, graduation, and dropout statuses, which are reported annually, receipt of a GED certificate is reported as soon as the test is scored as passing. For purposes of identifying completers, students in the 1996-97 cohort were assigned a GED status if their certificate was recorded between January 1994 and February 28, 1998.

Graduates. Students are classified as graduates as of the year in which they are reported through PEIMS as having graduated.

Continuing enrollment. Students are classified as continuing if they are reported through PEIMS as enrolled anywhere in the state in the fall after their anticipated graduation and have not yet graduated or earned a GED certificate. Any students taking more than four years to finish high school (e.g., those ever retained in high school, or dropouts who subsequently reenroll) would fall into this category. If a student completes high school during the fifth year, he or she would still be considered to have completed in the cohort ending in the fourth year; the student would not be added to the cohort associated with the fifth year.

Methods

Since students are tracked for several years, it is possible for a student to attain more than one status over time. For example, a student may drop out of school and then

reenroll in a later year, possibly in a different district. To resolve multiple statuses, the following rules were applied.

- A student reported as a graduate is assigned a final status of *graduate*, regardless of any other statuses attained (e.g., a dropout who returns to school and graduates is counted only as a graduate). The student is counted in the district that reported the graduation.

- If a student does not graduate, but does earn a GED certificate, the student is assigned a final status of *GED*. The student is counted in the last district that recorded him or her in the fall enrollment report.

- If a student does not graduate or earn a GED, but is reported as enrolled in the fall after anticipated graduation, then the student is assigned a final status of *continuing* in the last district that reported the enrollment.

- If a student is reported as a dropout, is not recovered for any reason, is never again reported in enrollment, and does not graduate or earn a GED certificate, then the student is assigned a final status of *dropout* and is counted in the last district that reported the dropout. If the student drops out, but later is reported as enrolled, graduated, or having earned a GED, the dropout status is replaced with the applicable final status in the appropriate district.

- Students whose last reported status is enrolled, but who are not identified in PEIMS as enrolled past the date of their anticipated graduation, are considered transfers out of the Texas public education system.

For several years, TEA has reported annual dropout rates by student and district characteristics. In these reports, both the dropout rates and the student and district characteristics are reported at the same time. Completion rates, however, represent the cumulative results of students' entire high school careers, while district characteristics are still reported one year at a time. For the sake of simplicity, the summary of completion rates by district characteristics in Appendix B uses the district characteristics for the final year of the 1996-97 cohort. Student characteristics, such as second-language learner (SLL, previously called limited English proficient, or LEP) status or participation in special education, are reported as of the first year of the student's membership in the cohort.

This report is limited to completion rates at the district level, pending the availability of additional data and an evaluation of the comparability of completion and dropout rates as indicators. An investigational study of completion rates (TEA, 1996) estimated that more districts, and more *and different* campuses, would be assessed on the basis of completion rates than would be assessed on the basis of dropout rates. The new PEIMS leaver record, implemented in fall 1998, is providing more detail on students who leave the Texas public education system. Districts are required to report

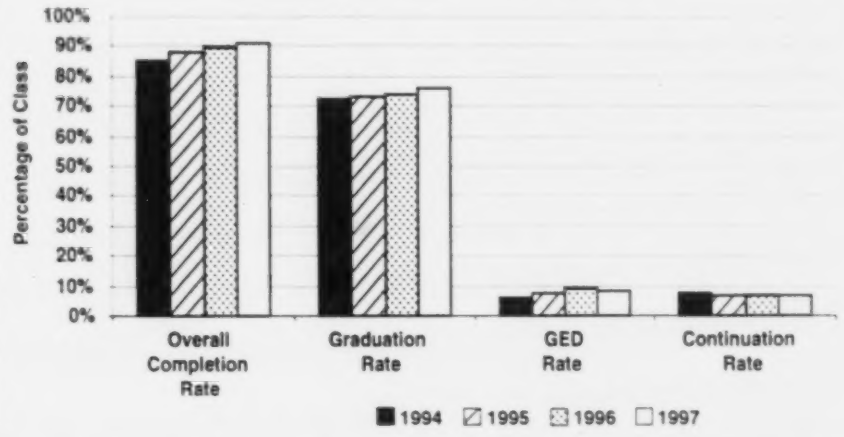
leaver information for all students who were in attendance in Grades 7-12 in the previous school year but not enrolled in the same district in the fall. This report will include all dropouts, graduates, and other school leavers from the previous year, as well as students who move to another district, home school, or private school (TEA, 1998a). This information will be entered into the completion rate computation for the class of 1998 and is expected to provide a much more complete accounting of the final status of students who left after the 1997-98 school year.

This report does not present completion rates for Texas charter schools, the first of which began operating in 1996-97. Although TEA reports annual dropout rates for charters, it is not reasonable to report a longitudinal measure such as completion rates for schools that could have had no more than one year of influence on their students. For this reason, completion rates will not be reported for charter schools until they have been in operation at least four years.

State Completion Rate

The completion rate for the graduating class of 1997 was 90.7 percent, up from 85.3 percent for the class of 1994. As shown in Figure 1, the rate increased steadily each year by about 2 percentage points. While the absolute percentage of all students who graduated increased over the four years, the proportion of completers represented by graduating students actually decreased slightly. During the same time period, the proportion of completers represented by students earning GED certificates increased slightly.

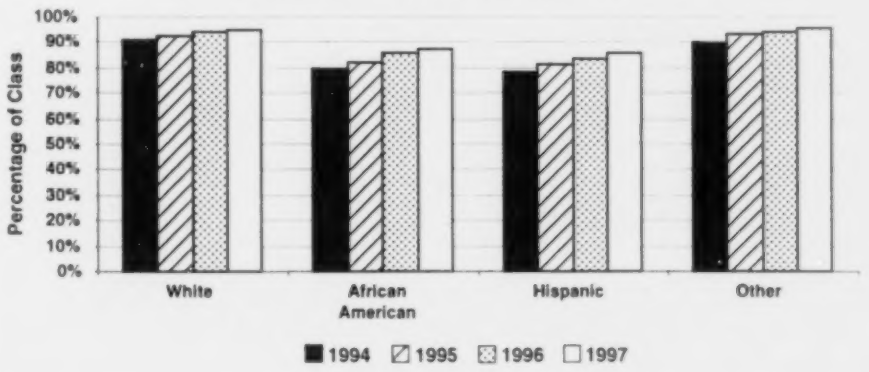
Figure 1. Completion Rates by Type of Completion, Classes of 1994 through 1997



Student Characteristics

Ethnicity. While there was still a marked difference in completion rates between minority and White students in 1997, this gap had narrowed every year since 1994, as shown in Figure 2. For all ethnic groups, earning GED certificates contributed about 2 percentage points to the gains in completion rates over the four-year period.

Figure 2. Completion Rates by Ethnicity, Classes of 1994 through 1997



Gender. Completion rates for both male and female students increased by about 6 percentage points over the four years studied, as shown in Table 1. In 1997, however, female students were still more likely to complete than males by about 2 percentage points. Of those completing, there were slight increases in the percentages completing by GED for both males and females.

Table 1.
Completion Rates by Gender, 1994-97

		Total Students	Completion Rate	Graduation Rate	GED Rate	Continuation Rate
Female	1994	102,756	86.3	75.2	5.4	5.7
	1995	106,135	88.7	76.5	6.9	5.3
	1996	106,615	90.3	77.2	7.9	5.3
	1997	110,816	91.6	79.2	7.0	5.4
Male	1994	107,237	84.4	69.4	6.5	8.6
	1995	109,562	86.8	70.0	8.6	8.2
	1996	110,088	88.4	70.3	9.8	8.2
	1997	113,609	89.9	72.5	9.3	8.1

Economically disadvantaged. A student is identified as economically disadvantaged if he or she is eligible for free or reduced-price lunch or for other specified forms of public assistance. The percentage of students in the cohort who were economically disadvantaged increased each year from 1994 to 1997. While economically disadvantaged students experienced an improvement of 8 percentage points in their completion rate over the four years, they were still much less likely than non-economically disadvantaged students to be identified as completers in 1997 (see Table 2). In addition, economically disadvantaged students who were identified as completers were more likely to have been continuing students or to have earned a GED than were non-economically disadvantaged completers.

Table 2.
Completion Rates by Student Characteristics, 1994-97

		Total Students	Completion Rate	Graduation Rate	GED Rate	Continuation Rate
Economically Disadvantaged	1994	58,024	77.3	60.3	5.8	11.2
	1995	62,426	80.5	61.4	7.9	11.2
	1996	65,235	82.5	62.0	9.4	11.1
	1997	70,525	84.7	65.1	8.4	11.2
At Risk	1994	48,619	73.6	54.6	8.2	10.8
	1995	58,265	77.2	55.8	10.6	10.8
	1996	82,960	82.8	61.5	11.3	10.0
	1997	107,104	86.9	67.8	9.9	9.2
Second-Language Learners	1994	13,540	64.8	46.7	2.8	15.3
	1995	14,319	68.6	48.8	3.9	15.9
	1996	14,248	72.7	51.9	5.0	15.8
	1997	14,871	77.3	57.6	4.2	15.6
Title I	1994	12,000	76.8	59.6	5.7	11.6
	1995	13,973	78.7	59.0	7.8	11.9
	1996	16,638	83.4	64.6	8.8	10.0
	1997	20,306	86.1	68.5	7.3	10.3
Retained in Grades 9-12	1994	33,038	67.9	23.3	15.6	29.0
	1995	35,641	72.7	25.0	19.9	27.8
	1996	37,100	75.3	26.6	21.8	26.9
	1997	36,844	77.2	29.5	20.4	27.4
Overage at Beginning of Grade 9	1994	66,337	67.3	48.0	9.7	9.6
	1995	64,706	70.9	49.1	12.6	9.2
	1996	64,321	74.8	50.7	14.8	9.2
	1997	61,763	77.2	53.6	14.3	9.3

Among economically disadvantaged students, there were small differences in completion rates by ethnicity in the 1997 cohort. Among non-economically disadvantaged students, ethnicity had a stronger relationship to completion rates: Hispanics had a completion rate of 88 percent; African Americans, 89 percent; and Whites, 96 percent.

At-risk. Under Texas Education Code (TEC) §29.081, a student in Grades 7-12 is identified as being at risk of school failure or dropping out if he or she: (1) was not advanced from one grade level to the next for two or more school years; (2) is at least two years below grade level in reading or mathematics; (3) has failed at least two courses and is not expected to graduate within four years of entering ninth grade; (4) has failed at least one section of the most recent TAAS exam; or (5) is pregnant or is a parent. The percentage of students considered to be at risk increased substantially between the classes of 1994 and 1997. At the same time, the completion rate for at-risk students improved dramatically, from 74 percent in the 1994 cohort to 87 percent in the 1997 cohort. Their completion, however, was much more likely to occur via continuation (11%) or receiving a GED certificate (11%) than that of students who were not identified as at risk (5% continuation and 7% GED recipients, respectively).

Second-language learners (SLLs). An SLL, or limited English proficient (LEP), student is one whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English (TEC §29.052). A previous report (TEA, 1998a) found that SLL students accounted for a much smaller proportion of campus enrollment in high schools (about 7%) than in middle schools (about 10%) or elementary schools (about 19%). In this study, SLL students likewise represented only about 7 percent of each high school cohort. Their 1997 completion rate of 77 percent was far lower than that of non-SLL students (92%), and SLLs were much more likely to have been continuing students than non-SLL students (20% vs. 7%). The completion rate for SLLs in 1997, however, was a great improvement over the 65 percent rate for the 1994 cohort. Of those completing, the percentage graduating increased from 72 percent to 74 percent between 1994 and 1997.

Title I. Title I of the Improving America's Schools Act of 1994 aims to help disadvantaged students meet high academic standards with aligned curriculum, assessment, and professional development. Between the classes of 1994 and 1997, the percentage of students receiving Title I services increased slightly. Almost 70 percent of these students also were classified as economically disadvantaged. While Title I students had somewhat lower completion rates in 1997, their rates had improved more rapidly than those of non-Title I students. During the four-year study period, completion rates for Title I students increased 9 percentage points (from 77% to 86%), compared to an increase of 5 percentage points (from 86% to 91%) for non-Title I students.

Retained in grade / overage for grade. Students who were overage for grade (i.e., older than expected for their grade level) constituted about 32 percent of the 1994 cohort, declining to 28 percent of the 1997 cohort. In addition, approximately 16-17 percent of each cohort was retained at least once in high school. Historically, overage students have had much higher dropout rates than students who are on-grade for their age (i.e., the expected age for their grade level) (TEA, 1998b). It is not surprising, then, that overage students in the four cohorts studied had notably lower completion rates. Although the 77 percent completion rate for overage students in the class of 1997 represented an improvement of 10 percentage points over the class of 1994, it still was almost 20 percentage points lower than the completion rate for on-grade students (96%). Students who were identified by TEA as having been retained within the time window of the cohort had about the same completion rates as those who were identified as being overage at the beginning of the cohort. In the 1997 cohort, more than 30 percent of the overage students and more than 60 percent of the retained students who were identified as completers had either earned a GED certificate or had continued their education beyond four years.

In all four cohorts, minorities were disproportionately represented among overage students, accounting for about 60 percent of the overage group, but only about 45 percent of the cohort. Being overage for grade appears to have had a much stronger relationship to the completion rates of minority students than White students. Overage White students had a completion rate of 84 percent in the class of 1997, while overage Hispanic and African American students had completion rates of 72 and 73 percent, respectively. For on-grade students, by contrast, the completion rates for minorities were much closer to those of White students: 94 percent versus 97 percent. Moreover, on-grade, non-economically disadvantaged students had relatively high completion rates, regardless of ethnicity (95%-98%), as did on-grade economically disadvantaged students (92% for each ethnic group).

Student mobility. Previous research (TEA, 1997) has found that mobile students (those who move to a different campus or district) tend to have lower academic performance than non-mobile students. Between 1994 and 1997, mobile students represented about 28-29 percent of each cohort. In the class of 1994, there was little difference between the completion rates of mobile and non-mobile students (see Figure 3). Although completion rates for both groups showed continued improvement over the next three graduating classes, the gap between mobile and non-mobile students increased slightly. Non-mobile African American and Hispanic students experienced an increase of 9-10 percentage points in completion rates between the classes of 1994 and 1997; economically disadvantaged students, an increase of 9 percentage points; and overage and retained students, an increase of 12 percentage points. During the same period, mobile students in these groups showed increases of only 3-8 percentage points.

Figure 3. Completion Rates by Student Mobility, classes of 1994 through 1997

Note: Intra-district mobile students changed campuses within a single district. Inter-district mobile students changed districts.

Students Receiving Special Services

Special education. The percentage of students receiving special education services increased from 8 percent in the 1994 cohort to 10 percent in the 1997 cohort. As shown in Table 3 on page 14, the completion rate for these students also increased over the four years, from 78 percent to 84 percent. This improvement kept pace with the improvement in overall completion rates from year to year, but remained about 8 percentage points behind the completion rate for students not receiving special education services.

English as a second language (ESL) / bilingual education. Students participating in ESL and/or bilingual education programs represented about 5 percent of the class of 1997. The completion rate for these students rose by 12 percentage points over the four cohorts studied, but at 76 percent in 1997, was still much lower than the 92 percent completion rate achieved the same year by students not participating in ESL or bilingual programs.

Career and technology (C/T). Students participating in C/T programs represented about 30 percent of the class of 1997. The 88 percent completion rate for C/T students in the class of 1997 was about 4 percentage points lower than the rate for non-C/T students. Between the classes of 1994 and 1997, however, the completion rate for C/T students improved 7 percentage points, versus 5 percentage points for non-C/T students. African American and Hispanic C/T students experienced improvements in their completion rates of 9 and 10 percentage points, respectively, compared with 7 percentage points for non-C/T minority students.

Table 3.
Completion Rates by Type of Service Received, 1994-97

		Total Students	Completion Rate	Graduation Rate	GED Rate	Continuation Rate
Special Education	1994	17,274	77.7	59.8	3.5	14.4
	1995	18,417	79.7	61.1	4.8	13.9
	1996	19,961	81.6	62.4	5.7	13.5
	1997	21,870	83.6	64.7	5.3	13.6
Bilingual/ESL	1994	11,417	63.6	45.6	2.5	15.5
	1995	11,085	66.7	46.8	3.7	16.3
	1996	11,096	71.4	50.3	4.6	16.5
	1997	11,485	75.8	55.6	4.1	16.1
Career and Technology	1994	64,860	80.7	66.2	7.2	7.4
	1995	67,226	84.0	67.9	9.2	7.0
	1996	68,590	86.5	69.1	10.4	7.0
	1997	72,568	88.2	72.1	9.5	6.7

District Characteristics

Because dropout rates have been shown to vary considerably according to district characteristics (TEA, 1998b), it is reasonable to expect that completion rates also would vary by district characteristics, but in an inverse manner. That is, district characteristics associated with lower dropout rates should be associated with higher completion rates. The results must be interpreted with caution, however, as the two measures differ in their basic natures: the completion rate is longitudinal in nature, while the dropout rate is annual.

While annual dropout rates are associated with district characteristics that are measured in the same year the dropouts occurred, completion rates are measured over four years, but associated with district characteristics that are measured in the last year of the cohort. Any apparent relationship between district characteristics in the final year of the cohort and completion rates may be mitigated by the longitudinal nature of the rate. In fact, there are few clear patterns of linkage between completion rates and district characteristics (see Appendix B for a summary of completion rates by district characteristics).

Enrollment and location. The largest urban districts had the lowest completion rates, while rural and fast-growing non-metropolitan districts had the highest, exactly the reverse of the pattern found with dropout rates. Major urban districts, however, showed the greatest improvement in completion rates between the classes of 1994 and 1997. Major urban districts, and those with enrollments of over 50,000, recorded an improvement of 9 percentage points in completion rates over the four-year period.

Wealth and finance. The breakdown of completion rates by various categories of district wealth, tax effort, and operating costs revealed little systematic relationship between wealth and school completion.

Student demographics. The slight tendency toward lower completion rates in districts with higher student density and lower student growth is not unexpected, considering the location of many of these districts in urban areas with large populations of at-risk students. For the most part, the completion rates for minority students were not systematically higher or lower in districts with higher or lower concentrations of minority students. Overall completion rates, however, were clearly lowest in those school districts with the highest concentrations of minority or of poor students.

Student performance. Not surprisingly, districts with higher student performance on the TAAS had higher completion rates. In districts where fewer than 67 percent of all students in the district passed all TAAS tests taken, the overall completion rate was 87 percent for the class of 1997. In districts where over 84 percent of all students passed all TAAS tests taken, the overall completion rate was 96 percent. Previous studies have shown that dropouts tend to have lower academic performance than students who remain in school (Gruskin, Campbell, & Paulu, 1987; Hahn, 1987; Natriello, McDill, & Pallas, 1990).

Teacher resources. There appears to be little consistent relationship between completion rates and background, experience, and salaries of teachers in the district. There was a slight tendency toward lower completion rates in districts with higher teacher salaries and higher levels of minority teacher representation. Districts in which fewer than 5 percent of the teachers were minorities had an overall completion rate of 94 percent for the class of 1997, compared with an 86 percent completion rate for districts where 50 percent or more of the teachers were minorities. Further analysis revealed that the districts with higher teacher salaries and larger minority representation among teachers were predominantly large urban and central city districts with larger populations of economically disadvantaged, SLL, and at-risk students, who tend to have lower completion rates.

Conclusions

As expected, the relationships between student and district characteristics and high school completion rates for the class of 1997 appear to be somewhat the inverse of the relationships between those characteristics and dropout rates. The broad categories of students found to have higher dropout rates – the economically disadvantaged, minorities, and mobile students, for example – tended to have lower completion rates. The types of districts with historically higher dropout rates – large, urban, and those with higher instructional costs and higher concentrations of at-risk students – tended to have lower, sometimes markedly lower, completion rates. It is clear that there is still room for further effort to keep students in school.

A look at historical completion rates reveals some positive trends. The types of students and districts with the lowest completion rates in the 1994 cohort showed the greatest improvement over four years. Between the classes of 1994 and 1997, completion rates improved:

- 9 percentage points for the largest districts and for major urban districts, compared to a state average of 6 percentage points;
- 8 percentage points for Hispanic and African American students, compared to 4 percentage points for White students;
- 8 percentage points for economically disadvantaged students, compared to 5 percentage points for non-economically disadvantaged students;
- 13 percentage points for at-risk students, compared to 5 percentage points for students not considered at risk; and
- 7 percentage points for students in the career and technology program, compared to 5 percentage points for other students.

Also worth noting is the finding that for some student groups, especially those historically shown to be at high risk of dropping out, earning a GED certificate can be an important route to high school completion. This is consistent with reported national trends in status completion rates, which indicate that the percentage of young adults 18-24 years of age not currently enrolled in high school or below who completed by GED more than doubled between 1988 and 1996, from 4.2 percent to 9.8 percent (National Center for Educational Statistics [NCES], 1997). The same national report, however, noted that there are questions concerning the relationships of the GED credential to employment, earnings, postsecondary program participation, and other long-term objectives of secondary education.

As of this writing, Texas is the only state where completion rates are computed and reported systematically, and this is the first year of such reporting. Some other states report annual graduation and dropout rates. NCES reports status completion rates and dropout rates, but these are not directly comparable with the cohort completion rate described in this report. NCES has begun developing a cohort completion rate reporting process to permit state-to-state comparisons, but there are methodological issues to be resolved before any findings can be released. It is likely that the comparison of Texas' completion rates with those of other states and/or any national average is still at least a year away.

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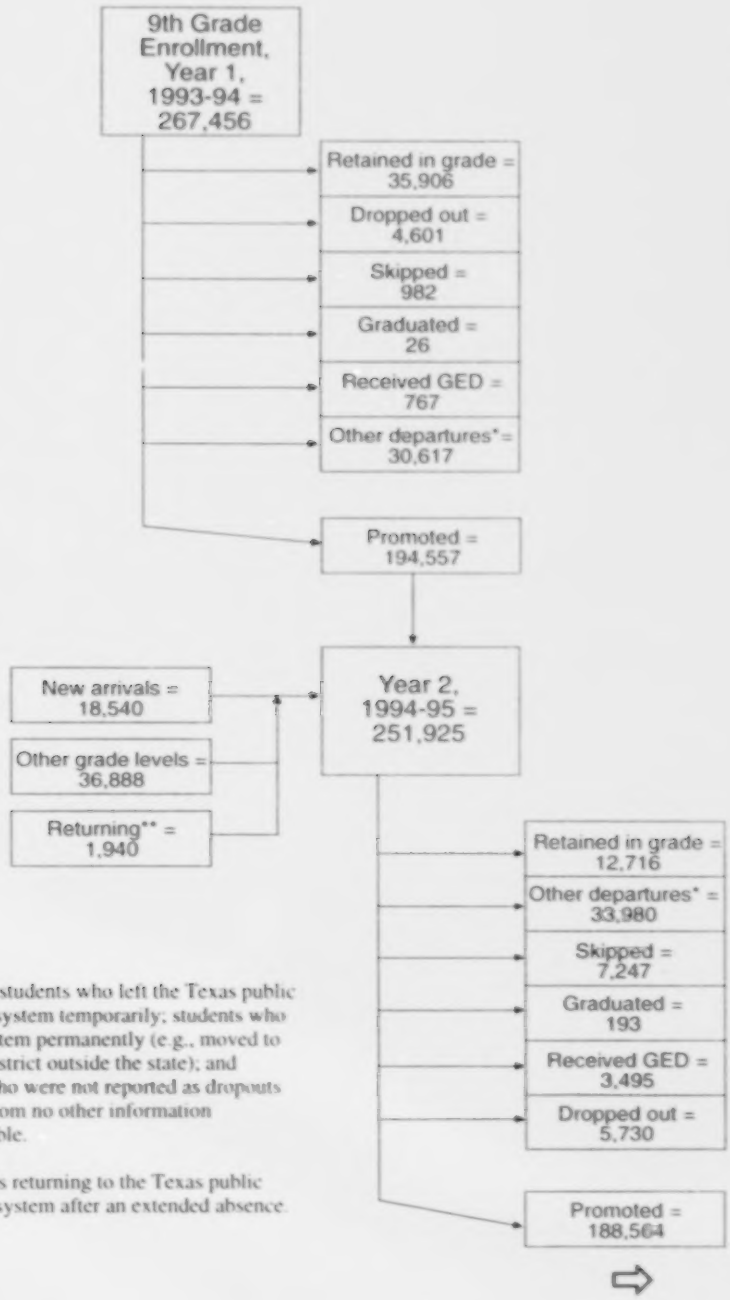
Appendix A
Synopsis of Student Progress Through High School Over a Four-Year Period, 1996-97 Cohort

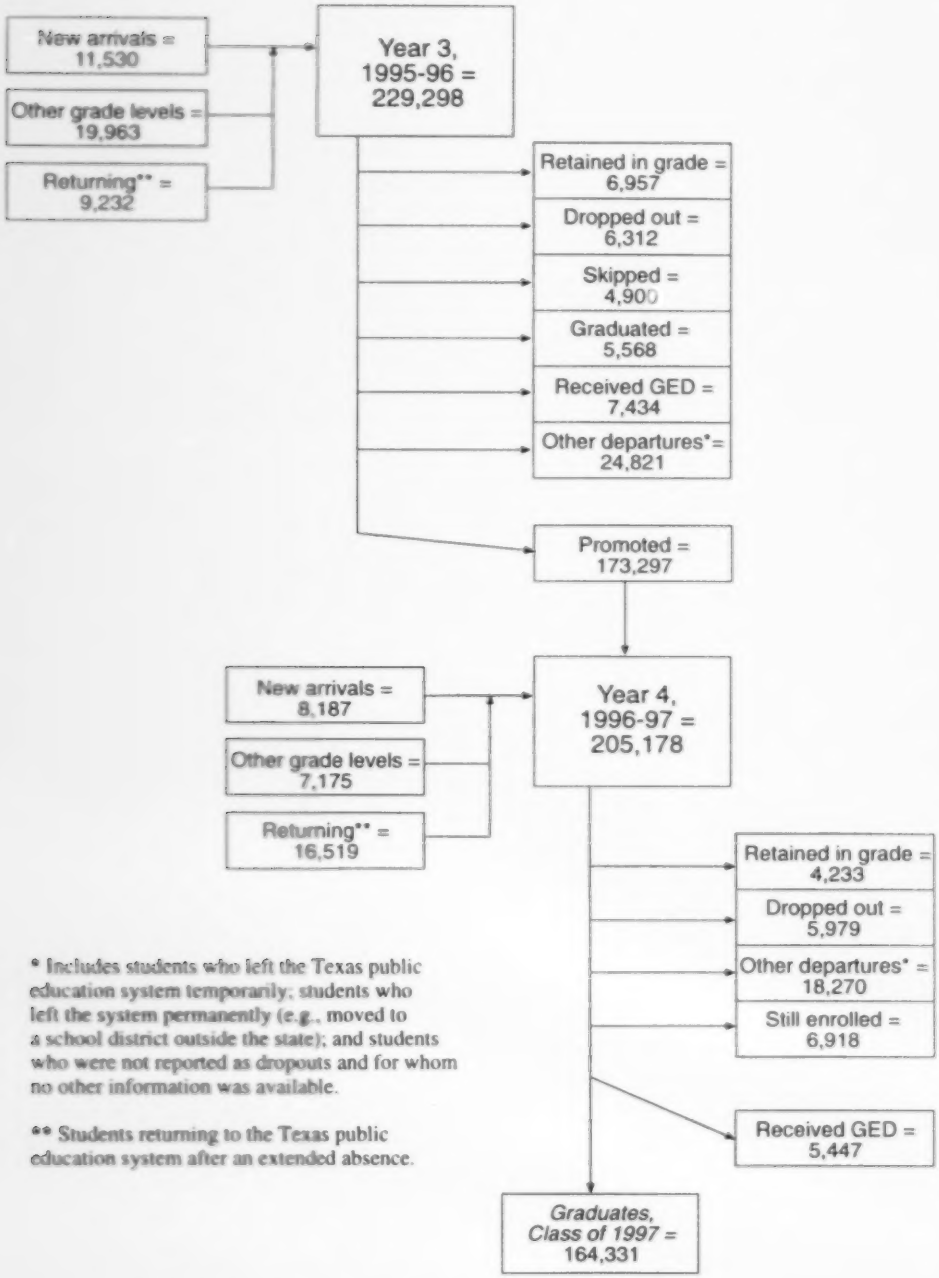
Appendix A. Synopsis of Student Progress through High School Over a Four-Year Period, 1996-97 Cohort


9th Grade Enrollment, Year 1, 1993-94 = 267,456
Retained in grade = 35,906
Dropped out = 4,601
Skipped = 982
Graduated = 26
Received GED = 767
Other departures* = 30,617
Promoted = 194,557
New arrivals = 18,540
Other grade levels = 36,888
Returning** = 1,940
Year 2, 1994-95 = 251,925
Retained in grade = 12,716
Other departures* = 33,980
Skipped = 7,247
Graduated = 193
Received GED = 3,495
Dropped out = 5,730
Promoted = 188,564

* Includes students who left the Texas public education system temporarily; students who left the system permanently (e.g., moved to a school district outside the state); and students who were not reported as dropouts and for whom no other information was available.

** Students returning to the Texas public education system after an extended absence.

Appendix A. Synopsis of Student Progress through High School Over a Four-Year Period, 1996-97 Cohort


New arrivals = 11,530
Other grade levels = 19,963
Returning** = 9,232
Year 3, 1995-96 = 229,298
Retained in grade = 6,957
Dropped out = 6,312
Skipped = 4,900
Graduated = 5,568
Received GED = 7,434
Other departures* = 24,821
Promoted = 173,297
New arrivals = 8,187
Other grade levels = 7,175
Returning** = 16,519
Year 4, 1996-97 = 205,178
Retained in grade = 4,233
Dropped out = 5,979
Other departures* = 18,270
Still enrolled = 6,918
Received GED = 5,447
Graduates, Class of 1997 = 164,331

* Includes students who left the Texas public education system temporarily; students who left the system permanently (e.g., moved to a school district outside the state); and students who were not reported as dropouts and for whom no other information was available.

** Students returning to the Texas public education system after an extended absence.

Appendix B
Summary of Completion Rates by District Characteristics, 1994-97

APPENDIX B
SUMMARY OF COMPLETION RATES BY DISTRICT CHARACTERISTICS
COHORTS 1-4: 1993-94 THROUGH 1996-97

NBR DIST	CATEGORY	1994 OVERALL COMP RATE	1995 OVERALL COMP RATE	1996 OVERALL COMP RATE	1997 OVERALL COMP RATE	1997 WHITE COMP RATE	1997 AFR AM COMP RATE	1997 HISPANIC COMP RATE	1997 ECON DIS COMP RATE
ENROLLMENT GROUPINGS									
9	OVER 50,000	78.1	81.2	84.2	86.7	94.1	84.6	82.3	82.9
24	25,000 TO 49,999	86.2	89.0	90.4	91.5	95.2	88.5	86.1	83.1
46	10,000 TO 24,999	84.9	87.6	88.8	90.3	94.2	87.0	87.3	85.3
66	5,000 TO 9,999	87.9	89.1	90.7	92.6	94.8	88.3	88.1	85.6
82	3,000 TO 4,999	87.5	89.2	90.7	91.8	93.7	91.0	85.8	84.3
134	1,600 TO 2,999	88.6	90.2	90.7	91.8	94.0	89.7	87.6	85.9
119	1,000 TO 1,599	89.0	91.7	92.1	92.1	94.0	91.4	86.4	84.2
206	500 TO 999	91.5	92.7	93.2	93.7	95.7	91.0	87.3	87.7
285	UNDER 500	93.9	95.0	95.3	94.5	95.3	91.0	92.1	91.3
DISTRICT TYPE									
9	MAJOR URBAN	77.4	80.4	83.3	86.1	93.6	84.4	82.9	82.9
62	MAJOR SUBURBAN	88.9	91.2	92.3	93.0	95.1	90.7	87.5	85.8
33	OTHER CENTRAL CITY	83.2	86.3	87.9	89.4	94.1	84.7	85.3	82.8
87	OTHER CC SUBURBAN	87.0	88.5	90.3	91.9	94.4	87.3	88.3	87.2
78	INDEPENDENT TOWN	86.3	88.1	89.3	91.1	94.3	87.9	84.4	83.1
123	NON-METRO FAST GROWING	92.0	93.6	93.0	94.0	95.2	95.7	88.6	88.0
224	NON-METRO STABLE	88.6	90.2	91.0	91.6	94.0	90.8	86.3	85.6
365	RURAL	92.0	93.3	94.2	93.9	95.4	88.9	90.0	89.9
0	CHARTERS	-	-	-	-	-	-	-	-
WEALTH (MEDIAN=$129,125)									
99	UNDER $67,909	83.1	85.8	87.2	89.0	94.9	94.0	87.6	87.0
99	$67,909 TO $81,785	87.0	89.5	90.2	91.8	94.7	91.8	89.2	88.4
99	$81,786 TO $94,881	83.5	86.0	87.2	89.0	92.8	89.9	83.3	83.3
102	$94,882 TO $111,893	84.2	86.5	88.2	89.0	92.9	86.0	81.6	82.3
99	$111,894 TO $129,124	86.2	88.1	89.7	91.2	93.6	88.1	88.0	86.1
99	$129,125 TO $150,310	87.5	89.9	90.9	91.3	94.0	88.4	86.1	83.8
100	$150,311 TO $177,188	88.5	89.8	90.9	92.1	94.7	89.5	85.9	83.0
95	$177,189 TO $229,791	82.5	85.1	87.1	88.7	95.6	82.4	77.6	81.2
90	$229,792 TO $364,349	84.4	87.3	90.3	92.1	95.3	88.7	86.6	84.7
63	OVER $364,349	90.0	92.2	92.2	93.6	95.3	89.4	87.0	84.7
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
WEALTH (ST AVG=$173,038)									
685	UNDER $173,038	86.0	88.2	89.4	90.7	93.9	88.9	86.7	85.2
240	OVER $173,038	84.3	87.0	89.1	90.7	95.4	85.5	82.5	81.3
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
WEALTH BY EQUAL PUPILS PER GROUP									
34	UNDER $47,076	83.7	85.1	86.8	88.5	95.9	94.1	87.5	87.1
72	$47,076 TO < $69,080	82.8	86.7	87.6	89.5	94.1	93.6	87.7	86.9
68	$69,080 TO < $81,147	89.0	91.6	92.3	93.3	95.1	92.5	91.1	89.1
97	$81,147 TO < $93,780	86.1	88.3	89.5	90.5	93.1	92.5	86.8	86.6
89	$93,780 TO < $107,286	82.1	84.7	85.4	88.5	92.9	88.0	82.7	82.9
53	$107,286 TO < $117,248	84.4	86.8	88.6	89.0	92.9	84.8	81.4	80.9
30	$117,248 TO < $122,972	85.3	87.1	88.9	90.6	93.6	86.1	87.8	86.3
56	$122,972 TO < $133,919	87.0	89.1	90.5	91.7	94.5	90.4	87.5	84.9
46	$133,919 TO < $141,432	86.4	89.3	90.5	90.8	92.9	87.3	86.3	83.5
23	$141,432 TO < $148,599	88.1	90.1	90.8	91.3	94.1	88.9	85.7	84.0
33	$148,599 TO < $155,011	87.4	89.4	90.2	91.7	94.5	89.8	82.2	82.0
55	$155,011 TO < $168,791	88.0	90.1	91.6	92.7	95.0	88.1	88.3	85.0
56	$168,791 TO < $192,549	88.4	91.2	92.5	93.6	96.1	89.8	89.9	85.6
32	$192,549 TO < $212,268	89.3	91.0	91.4	91.5	94.6	85.5	84.1	83.4
14	$212,268 TO < $218,540	72.3	75.1	78.3	81.5	95.2	78.9	72.2	76.7
29	$218,540 TO < $245,344	89.6	91.7	93.0	93.6	95.4	91.0	88.6	85.6
9	$245,344 TO < $251,776	77.4	82.8	86.0	90.6	92.8	90.7	87.7	87.3
45	$251,776 TO < $310,750	88.0	90.0	91.8	93.2	96.1	86.9	88.8	85.4
25	$310,750 TO < $370,220	85.8	87.5	90.3	92.2	96.3	85.8	81.6	79.9
80	$370,220 AND OVER	89.8	92.1	92.1	93.2	95.3	89.0	86.9	84.6
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
TOTAL TAX EFFORT (ST AVG=$1.4975)									
221	UNDER $1.3576	79.0	81.6	84.3	86.1	94.3	81.0	78.5	81.7
249	$1.3576 TO UNDER $1.4699	84.3	87.4	89.3	90.6	93.9	89.0	86.1	84.9
249	$1.4699 TO UNDER $1.5720	88.2	89.6	90.6	92.0	94.8	87.7	87.5	85.3
246	$1.5720 AND OVER	86.7	89.2	90.5	91.7	94.8	89.8	87.0	85.3
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
M&O EFF. TAX EFFORT (ST AVG=$1.3125)									
242	UNDER $1.1888	86.3	88.7	90.2	91.6	94.4	87.8	87.7	86.2
240	$1.1888 TO $1.3057	83.8	85.8	87.3	89.2	94.4	83.5	82.8	82.6
248	$1.3058 TO $1.4303	84.4	87.5	89.5	90.7	94.4	89.2	85.9	85.3
235	$1.4304 AND OVER	87.9	89.7	90.8	92.0	95.1	88.4	86.6	84.5
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
971	STATE TOTAL	85.4	87.8	89.3	90.7	94.5	87.2	85.7	84.7

NOTE: A DASH (-) INDICATES THAT A CATEGORY HAD NO DISTRICTS ELIGIBLE FOR COMPLETION RATE CALCULATION.

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APPENDIX B
SUMMARY OF COMPLETION RATES BY DISTRICT CHARACTERISTICS
COHORTS 1-4: 1993-94 THROUGH 1996-97

NBR DIST	CATEGORY	1994 OVERALL COMP RATE	1995 OVERALL COMP RATE	1996 OVERALL COMP RATE	1997 OVERALL COMP RATE	1997 WHITE COMP RATE	1997 AFR. AM. COMP RATE	1997 HISPANIC COMP RATE	1997 ECON. DIS COMP RATE
HIGHEST PROPERTY VALUE CATEGORY									
345	RESIDENTIAL	87.2	89.5	90.8	92.0	94.9	89.3	87.5	85.7
304	LAND	91.4	92.8	93.1	93.5	95.3	90.1	88.4	88.7
111	OIL AND GAS	89.5	91.0	91.8	91.4	95.2	86.0	87.2	86.4
205	BUSINESS	80.4	83.0	85.2	87.3	93.2	85.2	81.2	82.0
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
SMALL/SPARSE ADJSTMENT (ST AVG=24.0%)									
138	NO SMALL/SPARSE ADJUSTMENT	83.8	86.5	88.3	90.0	94.7	86.5	85.3	84.1
226	UNDER 8.1%	88.2	89.5	90.7	91.7	93.9	89.5	86.7	85.0
221	8.1% TO UNDER 26.9%	89.9	91.8	92.3	92.5	94.2	90.9	86.3	86.1
216	26.9% TO UNDER 35.8%	92.3	94.2	94.6	93.9	95.3	91.2	89.5	89.7
170	35.8% AND OVER	93.0	94.1	94.2	94.5	96.7	92.4	89.4	90.6
CEI LEVEL (MEDIAN=1.07)									
150	UNDER 1.05	91.6	93.2	93.3	93.6	94.1	92.2	88.6	88.8
248	1.05 TO UNDER 1.07	89.9	91.3	91.3	92.6	94.1	89.1	86.5	86.0
221	1.07 TO UNDER 1.09	88.5	90.4	91.6	92.1	94.9	88.2	84.6	84.0
142	1.09 TO 1.11	86.3	88.3	90.2	91.8	95.3	87.4	85.0	84.2
210	1.11 AND OVER	84.1	86.7	88.5	90.0	94.4	86.8	85.8	84.6
OPERATING COST/PUPIL (ST AVG=$4,717)									
190	UNDER $4,459	86.8	88.8	90.5	91.7	94.2	88.1	85.9	83.8
205	$4,459 TO $4,856	83.2	86.1	88.1	89.6	94.4	86.4	84.8	84.6
200	$4,857 TO $5,283	86.9	89.0	90.0	91.6	95.3	87.6	87.2	85.5
195	$5,284 TO $6,025	83.9	86.2	87.2	88.6	94.0	86.1	83.7	84.1
181	OVER $6,025	92.3	94.0	94.7	93.9	95.8	89.8	90.7	89.6
ESC REGION									
35	I EDINBURG	81.7	85.3	87.0	89.5	96.9	88.2	89.0	87.8
35	II CORPUS CHRISTI	88.7	90.2	92.0	90.6	95.6	85.9	87.8	84.5
33	III VICTORIA	87.6	89.2	90.2	91.2	96.1	89.9	83.0	84.1
52	IV HOUSTON	82.3	85.0	86.9	88.5	94.4	84.6	79.6	82.3
29	V BEAUMONT	89.5	89.2	90.4	91.5	93.7	86.3	87.9	83.6
53	VI HUNTSVILLE	86.7	89.1	92.0	93.1	95.3	87.2	84.9	84.7
93	VII KILGORE	86.6	88.2	89.3	90.7	93.1	86.0	78.7	83.5
40	VIII MT PLEASANT	91.0	91.7	90.4	91.7	92.5	89.6	86.6	84.9
38	IX WICHITA FALLS	90.8	92.1	93.7	94.1	94.4	91.8	93.1	89.8
77	X RICHARDSON	85.2	88.8	91.4	93.0	95.1	91.2	87.1	86.6
69	XI FORT WORTH	89.4	90.7	91.5	92.0	93.5	88.4	86.4	83.9
71	XII WACO	89.6	91.3	92.0	93.6	95.4	89.9	89.4	87.5
53	XIII AUSTIN	85.7	87.8	90.0	92.0	96.1	85.6	83.8	81.9
43	XIV ABILENE	90.5	91.8	91.7	92.0	94.9	86.5	83.3	83.6
40	XV SAN ANGELO	85.8	89.7	90.2	90.6	94.5	88.9	85.2	85.0
58	XVI AMARILLO	86.4	88.7	91.3	90.7	94.5	82.5	81.4	83.1
59	XVII LUBBOCK	84.6	87.6	88.5	89.5	95.6	83.3	82.4	81.9
32	XVIII MIDLAND	81.9	83.5	84.8	86.6	91.7	83.0	80.7	77.4
12	XIX EL PASO	85.4	88.5	89.3	91.3	95.2	91.3	90.4	91.2
49	XX SAN ANTONIO	84.9	86.7	87.8	89.3	94.8	88.1	86.1	83.9
TAAS: PCT PASSING ALL TESTS TAKEN									
0	NO STUDENTS TESTED	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
186	UNDER 67.4%	78.7	81.7	84.3	86.6	93.0	84.7	84.5	84.3
206	67.4% TO UNDER 74.2%	85.7	87.7	89.0	90.4	93.9	89.4	85.9	84.0
198	74.3% TO UNDER 79.0%	86.1	88.6	90.4	91.1	93.7	87.5	85.8	84.3
200	79.1% TO UNDER 84.4%	90.8	92.7	93.0	93.8	94.9	91.0	88.8	86.6
181	84.4% AND OVER	92.8	94.0	95.1	96.0	96.7	92.9	90.9	89.1
SAT/ACT: PCT TAKING									
256	0% TO UNDER 55%	82.9	86.2	88.2	89.7	92.7	89.6	86.6	85.9
345	55% TO UNDER 70%	83.9	86.1	87.9	89.3	94.0	84.8	84.4	83.5
364	70% AND OVER	90.1	92.0	92.8	94.0	96.1	91.0	87.8	86.3
6	NO GRADUATES	80.4	81.1	67.7	85.4	94.9	81.2	81.5	81.5
SAT/ACT: PCT AT OR ABOVE CRITERION									
95	NONE MET CRITERION	88.9	90.4	93.3	92.8	95.1	93.0	89.4	90.0
106	UNDER 10%	82.0	84.7	85.9	88.0	93.8	90.8	86.7	86.0
274	10% TO UNDER 20%	83.7	86.8	88.9	90.3	93.7	88.9	87.4	86.2
382	20% TO UNDER 35%	85.0	87.1	88.7	90.0	94.0	85.3	83.9	83.3
106	35% AND OVER	89.4	91.5	92.7	94.0	96.0	89.3	85.2	83.0
4	NO GRADUATES	66.7	100.0	0.0	71.4	0.0	0.0	83.3	50.0
971	STATE TOTAL	85.4	87.8	89.3	90.7	94.5	87.2	85.7	84.7

NOTE: A DASH (-) INDICATES THAT A CATEGORY HAD NO DISTRICTS ELIGIBLE FOR COMPLETION RATE CALCULATION

APPENDIX B
SUMMARY OF COMPLETION RATES BY DISTRICT CHARACTERISTICS
COHORTS 1-4: 1993-94 THROUGH 1996-97

NBR DIST	CATEGORY	1994 OVERALL COMP. RATE	1995 OVERALL COMP. RATE	1996 OVERALL COMP. RATE	1997 OVERALL COMP. RATE	1997 WHITE COMP. RATE	1997 AFR. AM COMP. RATE	1997 HISPANIC COMP. RATE	1997 ECON. DIS. COMP. RATE
DENSITY (ST AVG=14.10 PUPILS/SQ MI)									
447	FEWER THAN 5	90.4	91.9	92.5	92.5	95.3	90.4	87.0	87.4
289	5 TO FEWER THAN 20	88.1	89.9	90.8	91.8	94.3	88.7	86.7	85.5
124	20 TO FEWER THAN 100	85.5	87.3	88.9	90.6	93.8	87.4	85.1	83.2
105	100 AND OVER	83.9	86.7	88.6	90.1	94.8	86.7	85.3	84.4
6	NON-TAXING DISTRICTS	98.2	98.9	99.1	98.7	97.7	100.0	99.3	97.8
PUPIL CHG:95/96-96/97 (ST AVG=2.37%)									
283	DECLINING PUPILS	86.6	88.8	90.2	90.2	94.0	87.5	85.1	84.2
324	0% TO UNDER 3%	83.4	85.7	87.4	89.2	94.0	85.2	84.6	83.8
193	3% TO UNDER 6%	86.3	89.2	91.0	92.4	95.1	90.1	87.9	86.7
107	6% TO UNDER 10%	91.4	92.8	93.7	95.0	96.1	91.4	91.0	88.8
64	10% AND OVER	92.2	93.7	94.2	95.4	96.5	93.1	90.4	89.7
PCT AFRICAN AM PUPILS (ST AVG=14.3%)									
563	UNDER 5%	87.1	89.3	90.4	91.6	94.8	90.7	88.3	87.0
143	5% TO UNDER 10%	89.0	90.8	92.2	92.8	95.3	89.6	86.3	84.3
134	10% TO UNDER 20%	85.5	87.6	89.1	90.7	94.2	88.0	82.6	82.1
64	20% TO UNDER 30%	86.7	90.1	91.5	92.3	94.0	89.8	87.7	85.0
52	30% TO UNDER 50%	77.0	80.2	83.1	85.7	92.8	85.2	78.6	82.3
15	50% AND OVER	85.4	86.2	87.3	89.2	92.3	88.4	83.3	84.0
PCT HISPANIC PUPILS (ST AVG=37.4%)									
196	UNDER 5%	91.5	92.8	93.0	93.6	93.9	91.2	92.7	86.6
153	5% TO UNDER 10%	91.5	91.7	92.8	94.0	95.1	88.0	88.4	85.5
199	10% TO UNDER 20%	89.3	91.8	92.7	93.4	94.8	90.6	87.7	85.5
92	20% TO UNDER 30%	87.1	89.1	90.7	92.2	94.5	87.7	86.1	85.4
151	30% TO UNDER 50%	82.2	85.5	88.0	89.6	94.3	87.2	84.0	82.9
180	50% AND OVER	80.9	83.5	85.3	87.1	94.2	81.3	85.8	85.0
PCT MINORITY PUPILS (ST AVG=54.4%)									
55	UNDER 5%	92.4	94.1	94.7	94.9	94.9	100.0	90.2	87.5
113	5% TO UNDER 10%	92.5	92.9	93.1	94.1	94.2	92.0	92.4	86.5
178	10% TO UNDER 20%	91.3	92.3	93.2	94.1	94.5	92.6	90.2	87.3
142	20% TO UNDER 30%	90.4	92.5	93.7	94.1	95.2	90.5	87.8	85.3
219	30% TO UNDER 50%	88.1	90.4	91.3	92.4	94.6	89.6	85.7	84.3
264	50% AND OVER	81.5	84.3	86.4	88.2	94.1	85.9	85.4	84.5
PCT ECON DISADV (ST AVG=48.09%)									
78	UNDER 20%	93.0	94.2	94.8	95.6	96.4	93.3	89.6	87.3
104	20% TO UNDER 30%	90.1	92.3	93.1	93.9	94.9	90.6	88.3	85.1
170	30% TO UNDER 40%	89.4	90.9	92.6	92.9	94.0	90.5	88.7	85.1
404	40% TO UNDER 60%	85.6	88.0	89.4	90.5	94.0	87.3	84.8	83.8
161	60% TO UNDER 80%	78.7	81.7	84.4	86.5	92.9	84.8	84.5	84.6
54	80% AND OVER	79.9	82.7	84.0	86.8	92.4	83.3	86.6	85.7
AVG. TEACHER EXPER (ST AVG=11.7 YRS)									
213	UNDER 10.3 YEARS	86.8	89.3	90.6	92.0	94.3	89.5	83.3	88.0
249	10.3 TO UNDER 11.7 YEARS	86.5	88.9	90.0	91.2	94.5	89.5	85.8	84.7
258	11.7 TO UNDER 13.1 YEARS	84.2	86.5	88.4	89.8	94.7	83.8	84.0	83.3
251	13.1 YEARS AND OVER	84.8	87.2	89.2	90.7	94.4	88.5	85.9	84.7
AVG. TEACHER SALARY (ST AVG=$32,426)									
213	UNDER $29,392	90.1	91.7	92.5	92.7	94.1	90.0	86.4	86.3
251	$29,392 TO UNDER $30,603	87.1	88.9	90.2	91.1	93.8	87.5	85.5	84.0
254	$30,603 TO UNDER $32,078	86.3	88.6	89.7	91.2	94.4	88.9	84.9	83.9
253	$32,078 AND OVER	84.3	86.9	88.8	90.3	94.9	86.5	85.8	84.9
PCT MINORITY TCHRS (ST AVG=24.4%)									
481	UNDER 5%	91.3	92.5	93.0	93.6	94.3	91.5	86.0	86.0
212	5% TO UNDER 10%	89.2	91.5	92.9	93.5	95.4	89.4	86.0	85.3
144	10% TO UNDER 20%	86.4	88.8	90.2	91.6	94.4	89.8	85.3	84.2
35	20% TO UNDER 30%	84.5	86.6	87.9	88.9	93.5	86.5	83.7	81.1
36	30% TO UNDER 50%	84.1	86.2	88.1	89.2	94.0	84.7	87.9	84.9
61	50% AND OVER	77.0	80.4	82.9	85.8	92.7	84.6	85.0	85.1
% TCHRS W ADV DEGREE (ST AVG=27.0%)									
228	UNDER 13.8%	87.5	89.8	90.9	92.1	95.6	91.7	89.2	86.9
256	13.8% TO UNDER 20.3%	85.9	88.0	89.0	90.5	94.1	89.8	86.3	85.3
252	20.3% TO UNDER 27.9%	86.7	89.0	90.5	91.6	94.4	88.6	86.5	84.8
235	27.9% AND OVER	83.9	86.4	88.4	90.0	94.7	86.1	83.4	83.1
971	STATE TOTAL	85.6	87.8	89.3	90.7	94.5	87.2	85.7	84.7

NOTE: A DASH (-) INDICATES THAT A CATEGORY HAD NO DISTRICTS ELIGIBLE FOR COMPLETION RATE CALCULATION.

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TEXAS EDUCATION AGENCY
1996-97 DISTRICT ANALYZE CATEGORY DESCRIPTIONS

ENROLLMENT

A nine-category grouping based on the total number of students enrolled by district as of the Public Education Information Management System (PEIMS) fall collection date (late October of each year). Enrollment excludes students who are served but not enrolled by districts.

DISTRICT TYPE

Classification of school districts based on factors such as size, growth rates, and proximity to urban areas is listed below. The charter school districts are in a separate category.

Major Urban. The state's largest metropolitan districts serving the Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso areas.

Major Suburban. Other districts in and around the major urban areas.

Other Central City. Major districts in other large Texas cities.

Other Central City Suburban. Other districts in and around the other large, but not major, Texas cities.

Independent Town. Largest districts in counties with populations of 25,000 to 100,000.

Non-Metro: Fast Growing. Districts not fitting in any of the preceding categories but exhibiting a five-year growth rate of at least 20 percent with at least 300 students enrolled.

Non-Metro: Stable. Districts not fitting in any of the preceding categories but with an enrollment exceeding the state median.

Rural. Districts not fitting in any of the preceding categories; districts either with an enrollment between 300 and the state median and a growth rate less than 20 percent, or with an enrollment less than 300.

Charter Schools. The 16 open-enrollment schools chartered by the State Board of Education for operation during 1996-97. Charter schools operate in facilities of commercial or nonprofit entities or districts.

PROPERTY WEALTH
Total taxable property value divided by enrollment, which indicates district ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year (i.e., 1996) as determined by the Comptroller's Property Tax Division (CPTD). Enrollment is for the 1996-97 school year. The first wealth grouping shows 10 categories; the second simply shows districts above and below state average wealth; the third is a 20-category grouping, with each category representing about 5 percent of the state's students. The six special statutory and 16 charter school districts without taxable property wealth form a separate group in all three wealth groupings.

TOTAL TAX EFFORT
A five-category tax effort grouping of districts defined by the total effective tax rate, which was determined by dividing the last completed calendar year's total levy amount by that year's CPTD total taxable property value. The total effective rate is the sum of the school district maintenance and operations (M&O) rate, and the interest and sinking fund standardized rate. Rates are expressed per $100 of taxable value. The fifth category is reserved for the six special statutory and 16 charter school districts without property tax levies.

MAINTENANCE AND OPERATIONS EFFECTIVE TAX RATES
A five-category tax effort grouping of districts showing the M&O effective tax rate, which was determined by dividing the last completed calendar year's M&O levy amount by that year's CPTD total taxable property value. The M&O rates shown include the local standardized rate and money generated by districts for equalizing wealth. The fifth category is reserved for the six special statutory and 16 charter school districts without property tax levies.

HIGHEST PROPERTY VALUE CATEGORY
A CPTD classification based on property use. Thirteen CPTD categories are aggregated into four categories as follows.

Residential. Single-family, multi-family, and residential inventory.

Land. Vacant lots and rural real property (taxable).

Oil and Gas. Oil, gas, and minerals.

Business. Commercial and industrial real property, commercial and industrial personal property, and utilities.

A district is placed into one of the four preceding categories that represents its greatest total property value. The six special statutory and 16 charter school districts without taxable property wealth form a separate group.

SMALL/SPARSE ADJUSTMENT
A five-category grouping of districts based on the small/sparse adjustment amount as a percentage of the total adjusted basic allotment amount. This percentage represents the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts. The fifth category is reserved for districts receiving no small/sparse adjustment.

COST OF EDUCATION INDEX LEVEL
A five-category grouping of districts based on the Cost of Education Index (CEI) level. It reflects geographic variations in costs and prices outside district control. The current index, which has a minimum value of 1.0 and a maximum of 1.2, was implemented in 1991-92.

OPERATING COST PER STUDENT
A five-category grouping of districts based on operating cost per student. Operating costs are the sum of all expenditures budgeted for the operation of the district for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per student amounts are the current school year expenditures divided by enrollment. The source for budgeted expenditures is the fall PEIMS submission.

EDUCATION SERVICE CENTER REGION
The state is divided into 20 geographic regions; districts within each region are served by an education service center.

TAAS: PERCENT PASSING ALL TESTS TAKEN
A six-category grouping of districts based on the percentage of students passing the Texas Assessment of Academic Skills (TAAS). For Grades 3-8 and 10, the total number of students passing all sections taken of the TAAS is expressed as a percentage of the total number of students taking one or more tests. This percentage (a) excludes students taking the test in Spanish and special education students; and (b) includes only those students in the district in October of the school year, which is the percentage used for accountability purposes. The sixth category is reserved for districts not administering the test.

SAT I/ACT: PERCENT TAKING
A four-category grouping based on the percentage of 1995-96 graduates taking the SAT I and/or the ACT Assessment. The fourth category is reserved for districts that had no graduates.

SAT I/ACT: PERCENT SCORING AT OR ABOVE CRITERION
A six-category grouping based on the percentage of 1995-96 examinees who scored at or above the criterion (1110 on the SAT I Total and/or 24 on the ACT Composite) on the SAT I and/or ACT. The number meeting the criterion is divided by the number of examinees. The sixth category is reserved for districts that had no examinees.

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STUDENT DENSITY
A five-category grouping based on density, or the number of students enrolled per square mile. District square miles were determined through a joint effort by the State Property Tax Board (SPTB, now the CPTD), the Texas Education Agency (TEA), and the Texas Water Commission (TWC). Maps provided by districts to the SPTB were digitized by TWC to determine acreage. The fifth category is reserved for the six special statutory and 16 charter school districts without available mileage information.

ENROLLMENT CHANGE FROM PRIOR YEAR
A five-category grouping based on the growth or decline in district student population over a one-year period. Districts with declining enrollment represent one category, while the remaining categories show one-year growth rates ranging from "0%-3%" to "10% and over."

PERCENT AFRICAN AMERICAN, HISPANIC, AND MINORITY STUDENTS
Three six-category sets of groupings based on the ethnic composition of district student populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-White populations expressed as a percentage of the total. Non-White populations include American Indian or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic.

PERCENT ECONOMICALLY DISADVANTAGED STUDENTS
A six-category grouping based on the percentage of students enrolled in the district who are classified as economically disadvantaged on PEIMS as follows:

a) eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program;
b) from a family with an annual income at/below the federal poverty line;
c) eligible for Aid to Families with Dependent Children (AFDC) or other public assistance;
d) recipient of a Pell Grant or comparable state need-based financial assistance program; or
e) eligible for programs assisted under Title II of the Job Training Partnership Act.

AVERAGE TEACHER EXPERIENCE
A four-category grouping of average teacher experience years computed as the total professional experience years for each district teacher multiplied by each teacher's full-time-equivalent (FTE) count, followed by summing these products for the whole district, and dividing by the total teacher FTE count.

AVERAGE TEACHER SALARY
A four-category grouping by average district teacher salary computed as the total salary of teachers divided by the total teacher FTE count. Total salary amount does not include any other supplement.

PERCENT MINORITY TEACHERS
A six-category grouping based on the minority composition of district teaching populations. Minority percentage is calculated by summing all non-White teacher FTEs and dividing by the total teacher FTEs.

PERCENT TEACHERS WITH ADVANCED DEGREES
A four-category grouping by district percentage of teachers with advanced degrees computed as the FTE count of teachers with master's or doctoral degrees divided by the total teacher FTE count.

Appendix C
Annual District Completion Rates for the Class of 1996-97

APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	NON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
ANDERSON		91.9	91.4	78.9	85.0	514	563	91.3
	CAYUGA ISD	95.7	-	-	100.0	50	53	94.3
	ELKHART ISD	91.4	-	-	79.0	70	76	92.1
	FRANKSTON ISD	84.4	-	-	64.3	43	50	86.0
	NECHES ISD	90.9	-	-	-	19	20	95.0
	PALESTINE ISD	96.9	91.1	83.3	88.5	201	215	93.5
	SLOCUM ISD	96.2	-	-	-	25	24	96.2
	WESTWOOD ISD	86.1	100.0	-	78.9	106	123	86.2
ANDREWS		95.7	-	85.1	86.4	225	245	91.8
	ANDREWS ISD	95.7	-	85.1	86.4	225	245	91.8
ANGELINA		92.7	82.3	80.1	84.5	944	1,057	89.3
	CENTRAL ISD	93.2	-	-	93.5	89	95	93.7
	DIBOLL ISD	96.1	81.3	80.0	86.9	106	122	86.9
	HUDSON ISD	92.2	-	73.3	84.2	120	133	90.2
	HUNTINGTON ISD	92.6	-	-	86.1	131	144	91.0
	LUFKIN ISD	91.8	82.9	80.3	82.0	447	524	84.4
	ZAVALLA ISD	83.8	-	-	80.0	31	37	83.8
ARANSAS		95.4	-	80.0	90.3	196	215	91.2
	ARANSAS COUNTY ISD	95.4	-	80.0	90.3	196	215	91.2
ARCHER		99.3	-	-	100.0	158	160	98.8
	ARCHER CITY ISD	100.0	-	-	-	39	39	100.0
	HOLLIDAY ISD	98.7	-	-	100.0	80	82	97.6
	MEGARGEL ISD	-	-	-	-	-	-	-
	WINDTHORST ISD	100.0	-	-	-	34	34	100.0
ARMSTRONG		90.0	-	-	-	28	31	90.3
	CLAUDE ISD	90.0	-	-	-	28	31	90.3
ATASCOSA		96.8	-	88.8	85.8	514	559	91.9
	CHARLOTTE ISD	-	-	100.0	100.0	31	31	100.0
	JOURDANTON ISD	100.0	-	93.3	96.6	75	77	97.4
	LYTLE ISD	92.9	-	81.8	75.7	62	72	86.1
	PLEASANTON ISD	97.5	-	93.1	89.4	254	267	95.1
	POTEET ISD	88.9	-	80.9	76.1	92	112	82.1
AUSTIN		97.5	86.8	81.0	86.1	356	379	93.9
	BELLVILLE ISD	99.2	72.7	-	87.5	139	144	96.5
	BRAZOS ISD	95.6	-	71.7	74.5	66	73	90.4
	SEALY ISD	96.4	69.5	84.8	89.3	151	162	93.2
BAILEY		107	-	75.4	80.4	97	112	86.6
	MULESHOE ISD	104.0	-	71.7	76.3	90	105	85.7
	THREE WAY ISD	-	-	-	-	-	-	-
BANDERA		99.2	-	85.7	96.7	125	129	96.9
	BANDERA ISD	94.9	-	84.6	100.0	102	105	97.1
	MEDINA ISD	95.5	-	-	90.9	23	24	95.8
BASTROP		92.0	85.2	82.5	82.3	537	600	89.5
	BASTROP ISD	91.7	83.3	79.4	76.3	295	333	88.6
	ELGIN ISD	92.4	87.0	89.6	87.1	151	168	89.9
	SMITHVILLE ISD	95.0	-	70.0	83.3	91	99	91.9
BAYLOR		97.5	-	-	100.0	43	49	98.0
	SEYMOUR ISD	97.5	-	-	100.0	43	49	98.0
BEE		96.6	92.9	86.0	83.9	339	371	91.6
	BEEVILLE ISD	96.9	92.3	82.9	80.2	245	277	88.4
	PETTUS ISD	91.7	-	93.3	88.9	36	39	92.3
	SKIDMORE-TYNAN ISD	100.0	-	100.0	100.0	55	55	100.0
BELL		96.6	93.5	94.0	91.5	2,440	2,571	95.7
	ACADEMY ISD	94.3	-	-	88.2	66	69	95.7
	BARTLETT ISD	94.4	-	-	-	27	29	93.1
	BELTON ISD	95.3	90.9	90.4	89.3	367	389	94.4
	HOLLAND ISD	89.5	-	-	100.0	44	48	91.7
	KILLEEN ISD	96.5	93.1	93.5	90.5	1,294	1,362	95.0
	ROGERS ISD	96.5	-	-	-	59	62	95.2

NOTE: A DASH (-) INDICATES THAT FEWER THAN 10 STUDENTS IN STUDENT GROUP ENROLLED IN GRADES 9-12

BEST COPY AVAILABLE

APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
BELL	BALADO ISD	96.5	-	-	90.0	62	64	96.9
	TEMPLE ISD	100.0	94.1	100.0	97.8	463	469	98.7
	TROY ISD	97.3	-	-	-	76	80	97.5
BEXAR		94.5	88.2	85.9	83.7	13,524	15,166	89.1
	ALAMO HEIGHTS ISD	99.6	90.0	92.0	92.9	309	316	97.5
	BLESSED SACRAMENT AC	-	-	66.0	62.8	36	54	66.7
	BUILDING ALTERNATIVE	-	-	-	100.0	19	19	100.0
	EAST CENTRAL ISD	93.4	97.1	91.3	89.9	460	493	93.3
	EDGEWOOD ISD	-	94.4	75.2	74.4	579	765	75.7
	FT SAM HOUSTON ISD	97.4	100.0	100.0	100.0	75	76	98.7
	HARLANDALE ISD	94.6	-	97.6	96.0	726	744	97.6
	JUDSON ISD	92.3	87.0	89.3	81.9	774	855	90.5
	LACKLAND ISD	100.0	-	-	-	24	24	100.0
	NORTH EAST ISD	94.8	90.1	90.7	85.4	2,912	3,124	93.2
	NORTHSIDE ISD	95.7	90.4	89.3	85.6	3,650	3,960	92.2
	RANDOLPH FIELD ISD	100.0	-	-	-	43	43	100.0
	SAN ANTONIO ISD	81.8	81.6	81.4	80.7	2,632	3,229	81.5
	SOMERSET ISD	95.5	-	94.9	92.0	77	81	95.1
	SOUTH SAN ANTONIO IS	87.5	100.0	93.1	82.9	618	740	83.5
	SOUTHSIDE ISD	91.7	-	93.2	94.8	203	238	85.3
	SOUTHWEST ISD	94.1	91.3	91.6	89.9	390	423	92.2
BLANCO		97.5	-	72.7	62.8	88	93	94.6
	BLANCO ISD	97.7	-	-	85.7	51	54	94.4
	JOHNSON CITY ISD	97.2	-	-	-	37	39	94.9
BORDEN		100.0	-	-	-	15	15	100.0
	BORDEN COUNTY ISD	100.0	-	-	-	15	15	100.0
BOSQUE		98.3	-	93.1	95.3	207	212	97.6
	CLIFTON ISD	98.3	-	92.3	94.4	72	74	97.3
	CRANFILLS GAP ISD	-	-	-	-	-	-	-
	IREDELL ISD	100.0	-	-	-	11	11	100.0
	KOPPERL ISD	100.0	-	-	-	25	25	100.0
	MERIDIAN ISD	95.5	-	-	-	26	27	96.3
	MORGAN ISD	100.0	-	-	-	14	14	100.0
	VALLEY MILLS ISD	97.1	-	-	91.7	39	40	97.5
	WALNUT SPRINGS ISD	100.0	-	-	-	13	14	92.9
BOWIE		93.4	89.2	-	87.5	991	1,077	92.2
	DEKALB ISD	100.0	100.0	-	100.0	75	75	100.0
	HOOKS ISD	91.7	100.0	-	100.0	87	93	93.5
	LIBERTY-EYLAU ISD	85.7	92.7	-	84.7	190	204	88.2
	MAUD ISD	90.0	-	-	80.0	31	34	91.2
	NEW BOSTON ISD	96.3	91.3	-	89.7	100	105	95.2
	PLEASANT GROVE ISD	99.2	-	-	100.0	124	129	99.2
	REDWATER ISD	93.2	-	-	90.0	75	80	93.8
	SIMMS ISD	94.7	-	-	92.3	18	18	94.7
	TEXARKANA ISD	92.7	80.8	-	80.2	281	319	88.1
BRAZORIA		92.8	93.5	86.6	86.4	2,354	2,570	91.6
	ALVIN ISD	88.9	95.5	83.1	83.2	568	647	87.8
	ANGLETON ISD	96.4	94.4	85.2	85.2	361	385	93.8
	BRAZOSPORT ISD	97.3	95.3	89.3	90.6	547	576	95.0
	COLUMBIA-BRAZORIA IS	84.7	84.4	90.3	82.6	211	247	85.4
	DANBURY ISD	95.6	-	-	-	47	49	95.9
	PEARLAND ISD	93.1	90.9	85.6	87.0	490	535	91.6
	SWEENY ISD	98.9	100.0	100.0	100.0	130	131	99.2
BRAZOS		97.1	84.5	86.4	80.5	1,014	1,106	91.5
	BRYAN ISD	97.3	86.5	86.5	81.1	611	659	92.7
	COLLEGE STATION ISD	96.9	77.1	86.1	77.8	423	447	94.6
BREWSTER		97.8	-	92.6	91.4	98	99	98.9
	ALPINE ISD	97.7	-	93.2	92.9	84	88	95.5
	MARATHON ISD	-	-	-	-	-	-	-
	TERLINGUA CSD	-	-	-	-	-	-	-
BRISCOE		100.0	-	-	100.0	16	16	100.0
	SILVERTON ISD	100.0	-	-	100.0	16	16	100.0

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM. COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
BROOKS		90.0	-	83.7	77.5	91	109	84.1
	BROOKS ISD	90.0	-	83.7	77.5	91	109	84.1
BROWN		89.1	87.0	90.1	81.0	429	456	94.1
	BANGS ISD	91.5	-	-	90.9	61	69	91.1
	BLANKET ISD	100.0	-	-	-	15	15	100.0
	BROOKESMITH ISD	100.0	-	-	-	20	20	100.0
	BROWNWOOD ISD	83.5	82.4	89.1	70.1	221	260	85.0
	EARLY ISD	91.0	-	-	90.0	62	66	93.9
	MAY ISD	-	-	-	-	-	-	-
	ZEPHYR ISD	100.0	-	-	-	21	21	100.0
BURLESON		97.2	74.2	89.6	88.1	193	209	92.3
	CALDWELL ISD	97.1	-	86.5	90.0	129	137	98.2
	SNOOK ISD	100.0	71.7	-	76.9	23	24	87.5
	SOMERVILLE ISD	96.9	71.7	-	77.8	41	48	89.6
BURNET		91.2	-	78.6	83.5	131	161	91.2
	BURNET CONS ISD	89.9	-	71.4	79.4	149	166	88.0
	MARBLE FALLS ISD	96.2	-	82.9	85.7	195	197	93.9
CALDWELL		98.2	97.2	95.2	98.4	117	127	96.9
	LOCKHART ISD	97.4	95.8	94.6	92.3	209	218	96.3
	LULING ISD	100.0	-	95.7	95.7	99	101	99.1
	PRAIRIE LEA ISD	-	-	-	-	12	12	100.0
CALHOUN		88.5	-	83.8	73.8	233	266	87.6
	CALHOUN CO ISD	88.5	-	83.8	73.8	233	266	87.6
CALLAHAN		94.1	-	90.9	91.6	193	205	94.1
	BAIRD ISD	96.9	-	-	-	16	16	94.8
	CLYDE CONS ISD	91.8	-	-	90.5	96	102	92.2
	CROSS PLAINS ISD	96.6	-	-	-	11	12	96.9
	ECLA ISD	97.1	-	-	92.9	14	25	97.1
CAMERON		97.4	94.4	89.6	87.2	4,450	5,198	89.5
	BROWNSVILLE ISD	92.5	-	85.7	84.5	2,144	2,519	85.9
	HARLINGEN CONS ISD	97.6	-	91.5	91.9	891	968	94.4
	LA FERIA ISD	100.0	-	91.0	91.2	148	156	92.3
	LOS FRESNOS CONS ISD	100.0	-	99.6	99.5	311	315	98.7
	POINT ISABEL ISD	100.0	-	96.8	98.1	110	118	88.7
	RIO HONDO ISD	100.0	-	95.6	91.2	115	120	95.8
	SAN BENITO CONS ISD	100.0	-	98.1	92.2	862	947	98.9
	SANTA MARIA ISD	-	-	83.3	92.6	30	36	83.3
	SANTA ROSA ISD	-	-	85.1	88.1	82	96	85.6
	SOUTH TEXAS ISD	98.7	-	99.2	99.4	181	184	99.1
CAMP		89.2	92.9	-	82.2	131	146	89.7
	PITTSBURG ISD	89.2	92.9	-	82.2	131	146	89.7
CARSON		99.1	-	-	100.0	112	116	99.2
	GROOM ISD	100.0	-	-	-	17	17	100.0
	PANHANDLE ISD	98.1	-	-	-	54	56	96.8
	WHITE DEER ISD	100.0	-	-	-	41	41	100.0
CASS		90.9	90.9	-	86.1	411	477	90.8
	ATLANTA ISD	90.9	85.5	-	87.2	144	162	88.9
	AVINGER ISD	91.7	-	-	-	17	19	89.5
	BLOOMBURG ISD	100.0	-	-	100.0	30	30	100.0
	DOUGLASSVILLE ISD	87.7	100.0	-	80.6	61	69	88.4
	LINDEN KILDARE CONS	88.5	95.5	-	86.7	75	81	90.4
	MALOUD ISD	100.0	-	-	-	25	25	100.0
	QUEEN CITY ISD	89.5	100.0	-	77.1	81	89	91.0
CASTRO		84.4	-	74.1	79.6	142	170	83.5
	DIMMITT ISD	100.0	-	84.2	88.1	86	110	78.2
	HART ISD	-	-	90.9	89.7	34	40	85.0
	NAZARETH ISD	100.0	-	-	-	20	20	100.0
CHAMBERS		91.4	77.2	95.6	79.0	290	325	89.2
	ANAHUAC ISD	93.5	84.5	100.0	80.4	76	91	83.5
	BARBERS HILL ISD	89.2	-	-	58.1	146	165	88.5

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
CHAMBERS	EAST CHAMBERS ISD	98.2	-	-	92.9	68	69	98.6
CHEROKEE		93.0	88.8	69.4	82.3	497	552	90.0
	ALTO ISD	97.2	95.2	-	93.9	58	60	96.7
	JACKSONVILLE ISD	90.6	82.8	62.2	71.6	280	326	85.9
	NEW SUMMERFIELD ISD	-	-	-	-	17	18	94.4
	ROSE ISD	96.0	95.7	-	91.1	121	126	96.0
	WELLS ISD	100.0	-	-	-	21	22	95.5
CHILDRESS		95.1	-	85.0	87.9	82	88	93.2
	CHILDRESS ISD	95.1	-	85.0	87.9	82	88	93.2
CLAY		94.9	-	-	81.5	136	144	94.4
	BELLEVUE ISD	92.3	-	-	-	12	13	92.3
	BYERS ISD	100.0	-	-	-	11	11	100.0
	HENRIETTA ISD	94.4	-	-	63.6	72	77	93.5
	MIDWAY ISD	-	-	-	-	-	-	-
	PETROLIA ISD	94.3	-	-	91.7	34	36	94.4
COCHRAN		91.8	-	54.1	60.9	86	117	73.5
	MORTON ISD	100.0	-	88.2	88.9	33	35	94.3
	WHITEFACE CONS ISD	91.4	-	40.9	51.0	53	82	64.6
COKE		100.0	-	-	100.0	55	55	100.0
	BRONTE ISD	100.0	-	-	100.0	30	30	100.0
	ROBERT LEE ISD	100.0	-	-	-	25	25	100.0
COLEMAN		95.1	-	87.0	90.5	124	132	93.9
	COLEMAN ISD	95.2	-	88.2	90.0	80	85	94.1
	NOVICE ISD	-	-	-	-	-	-	-
	PANTHER CREEK CONS I	100.0	-	-	-	16	16	100.0
	SANTA ANNA ISD	87.5	-	-	80.0	20	23	87.0
COLLIN		96.6	91.5	85.8	86.5	3,948	4,125	95.7
	ALLEN ISD	96.0	91.7	90.5	95.0	475	496	95.8
	ANNA ISD	91.8	-	-	70.0	48	53	90.6
	BLUE RIDGE ISD	87.5	-	-	-	22	26	84.6
	CELINA ISD	94.2	-	-	-	56	60	93.3
	COMMUNITY ISD	98.0	-	-	93.8	55	57	96.5
	FARMERSVILLE ISD	98.2	-	-	93.8	65	68	95.6
	FRISCO ISD	94.6	-	78.9	69.2	129	139	92.8
	MCKINNEY ISD	99.0	91.5	97.8	98.1	393	401	98.0
	PLANO ISD	97.6	91.4	82.6	84.5	2,371	2,459	96.4
	PRINCETON ISD	90.7	-	-	87.0	108	118	91.5
	PROSPER ISD	93.1	-	-	-	34	36	94.4
	WYLIE ISD	92.0	-	-	88.2	193	212	91.0
COLLINGSWORTH		100.0	-	84.6	83.3	50	54	92.6
	LAKE HOGO ISD	-	-	-	-	-	-	-
	WELLINGTON ISD	100.0	-	83.3	80.0	42	46	91.3
COLORADO		96.1	89.1	83.3	89.5	244	262	93.1
	COLUMBUS ISD	93.9	86.4	60.0	79.4	121	136	89.0
	RICE CONS ISD	97.7	92.3	100.0	100.0	72	74	97.3
	WEIMAR ISD	100.0	90.9	-	94.7	51	52	98.1
COMAL		96.7	-	94.2	86.5	905	941	96.2
	COMAL ISD	95.5	-	92.9	79.2	532	559	95.2
	NEW BRAUNFELS ISD	99.2	-	95.0	92.9	373	382	97.6
COMANCHE		97.6	-	86.5	89.1	153	161	95.0
	COMANCHE ISD	96.6	-	83.3	87.0	78	84	92.9
	DE LEON ISD	100.0	-	90.9	90.9	43	44	97.7
	GUSTINE ISD	94.7	-	-	-	20	21	95.2
	SIDNEY ISD	100.0	-	-	-	12	12	100.0
CONCHO		100.0	-	87.5	86.4	58	61	95.1
	EDEN CONS ISD	100.0	-	82.4	75.0	37	40	92.5
	PAINT ROCK ISD	100.0	-	-	100.0	21	21	100.0
COOKE		93.5	83.3	80.0	82.4	323	350	92.3
	CALLISBURG ISD	90.8	-	-	69.2	69	76	90.8

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
COOKE	ERA ISD	85.7	-	-	-	19	22	86.4
	GAINESVILLE ISD	91.7	83.3	78.9	81.5	152	167	91.0
	LINDSAY ISD	100.0	-	-	-	28	28	100.0
	MUENSTER ISD	94.4	-	-	-	17	18	94.4
	VALLEY VIEW ISD	97.4	-	-	-	38	39	97.4
CORYELL		90.1	89.0	89.4	81.6	561	625	89.8
	COPPERAS COVE ISD	91.9	89.4	89.8	91.0	378	416	90.9
	EVANT ISD	100.0	-	-	-	24	24	100.0
	GATESVILLE ISD	84.5	-	85.7	84.4	138	163	84.7
	JONESBORO I'D	100.0	-	-	-	13	13	100.0
	OGLESBY ISD	-	-	-	-	-	-	-
COTTLE		95.5	-	60.0	76.2	30	36	83.1
	PAIXICAH ISD	95.5	-	60.0	76.2	30	36	83.1
CRANE		97.6	-	80.0	84.2	84	96	87.5
	CRANE ISD	97.6	-	80.0	84.2	84	96	87.5
CROCKETT		91.3	-	84.1	80.0	59	68	86.8
	CROCKETT CO CONS CSD	91.3	-	84.1	80.0	59	68	86.8
CROSBY		89.1	-	85.4	86.2	120	138	87.0
	CROSBYTON ISD	100.0	-	88.0	96.6	46	50	92.0
	LORENZO ISD	83.3	-	80.0	76.0	28	34	82.4
	RALLS ISD	81.3	-	86.5	85.0	46	54	85.2
CULBERSON		100.0	-	100.0	100.0	39	39	100.0
	CULBERSON COUNTY-ALL	100.0	-	100.0	100.0	39	39	100.0
DALLAM		96.6	-	100.0	96.9	109	112	97.3
	DALHART ISD	97.4	-	100.0	96.8	101	103	98.1
	TEXLINE ISD	-	-	-	-	-	-	-
DALLAS		94.7	91.0	87.1	86.7	17,664	19,165	92.2
	CARROLLTON-FARMERS B	96.6	89.4	82.7	83.3	1,059	1,133	93.5
	CEDAR HILL ISD	97.9	95.0	89.3	88.1	317	329	96.4
	COPPELL ISD	96.6	100.0	100.0	-	317	326	97.2
	DALLAS CAN ACADEMY C	-	69.7	69.2	62.1	80	115	69.6
	DALLAS ISD	91.7	90.8	87.7	87.8	6,026	6,703	89.9
	DESOTO ISD	89.8	97.2	72.0	76.9	381	416	91.6
	DUNCANVILLE ISD	95.3	95.8	93.8	91.0	715	749	95.5
	GARLAND ISD	95.9	90.4	89.7	87.4	2,283	2,415	94.5
	GRAND PRAIRIE ISD	89.3	85.5	83.3	81.9	911	1,045	87.2
	HIGHLAND PARK ISD	100.0	-	-	-	120	120	100.0
	IRVING ISD	93.8	88.8	84.5	85.6	1,151	1,260	91.3
	LANCASTER ISD	98.7	95.7	90.9	93.8	199	206	96.6
	MESQUITE ISD	93.4	91.1	91.8	85.0	1,675	1,796	93.3
	RICHARDSON ISD	96.8	88.7	86.0	80.5	2,060	2,180	94.5
	WILMER-HUTCHINS ISD	-	98.7	100.0	100.0	170	172	98.8
DAWSON		98.9	-	86.8	86.4	198	216	91.7
	DAWSON	-	-	-	-	-	-	-
	KLONDIKE ISD	100.0	-	-	-	16	16	100.0
	LAMESA ISD	98.4	-	85.4	84.5	157	175	89.7
	SANDS ISD	100.0	-	-	-	16	16	100.0
DEAF SMITH		95.1	-	79.1	76.3	266	311	85.5
	HEREFORD ISD	95.1	-	79.1	76.3	266	311	85.5
DELTA		100.0	100.0	-	100.0	76	76	100.0
	COOPER ISD	100.0	100.0	-	-	57	57	100.0
	FANNINDEL ISD	100.0	-	-	-	19	19	100.0
DENTON		96.0	92.4	90.2	87.6	2,946	3,091	95.3
	AUBREY ISD	100.0	-	-	-	61	61	100.0
	DENTON ISD	93.8	93.2	83.1	84.4	627	680	92.2
	KRUM ISD	96.6	-	-	-	61	63	96.8
	LAKE DALLAS ISD	96.7	-	-	95.0	124	128	96.9
	LEWISVILLE ISD	97.0	92.0	94.6	91.1	1,567	1,623	96.5
	LITTLE ELM ISD	92.1	-	86.7	83.3	71	79	89.9
	NORTHWEST ISD	97.4	-	85.7	85.7	240	248	96.8

NOTE: A DASH '(-) INDICATES THAT FEWER THAN 10 STUDENTS IN STUDENT GROUP ENROLLED IN GRADES 9-12

BEST COPY AVAILABLE

APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
DENTON								
	PILOT POINT ISD	94.0	-	-	76.9	65	69	94.2
	PONDER ISD	95.8	-	-	-	23	24	95.8
	SANGER ISD	92.3	-	-	85.0	107	116	92.2
DEWITT								
		96.2	87.5	82.2	85.0	328	357	91.9
	CUERO ISD	92.6	85.7	79.2	78.6	144	164	87.8
	NORDHEIM ISD	-	-	-	-	11	11	94.6
	YOAKUM ISD	98.9	-	81.3	81.7	116	122	95.1
	YORKTOWN ISD	100.0	-	92.3	94.7	57	58	98.1
DICKENS		100.0	-	78.9	45.7	46	50	92.0
	PATTON SPRINGS ISD	-	-	-	-	11	11	100.0
	SPUR ISD	100.0	-	73.3	78.9	35	39	89.7
DIMMIT		95.0	-	89.9	86.0	173	191	89.6
	ASHERTON ISD	-	-	100.0	100.0	30	30	100.0
	CARRIZO SPRINGS CONS	94.4	-	87.9	82.9	143	161	87.7
DONLEY		92.3	-	-	81.3	43	47	91.5
	CLARENDON ISD	90.3	-	-	76.9	34	38	89.5
	HEDLEY ISD	-	-	-	-	-	-	-
DUVAL		100.0	-	91.8	92.3	198	214	92.5
	BENAVIDES ISD	-	-	89.6	91.3	43	48	89.6
	FREER ISD	100.0	-	86.4	85.7	69	77	89.6
	SAN DIEGO ISD	-	-	96.6	99.4	86	89	96.6
EASTLAND		94.7	-	93.5	90.5	214	226	94.7
	CISCO ISD	95.8	-	-	94.4	55	57	96.5
	EASTLAND ISD	91.7	-	-	75.0	73	80	91.3
	GORMAN ISD	95.8	-	-	92.3	31	32	96.9
	RANGER ISD	97.2	-	-	100.0	44	46	95.7
	RISING STAR ISD	100.0	-	-	-	11	11	100.0
ECTOR		88.1	76.2	75.3	70.6	1,442	1,756	82.1
	ECTOR COUNTY ISD	88.1	76.2	75.3	70.6	1,442	1,756	82.1
EDWARDS		95.8	-	92.6	90.3	49	52	94.2
	NUECES CANYON CONS I	94.4	-	80.0	78.6	26	29	89.7
	ROCKSPRINGS ISD	-	-	100.0	100.0	23	23	100.0
EL PASO		95.2	91.3	90.4	91.2	8,066	8,656	91.3
	ANTHONY ISD	-	-	92.7	90.0	40	43	93.0
	CANUTILLO ISD	100.0	-	86.5	85.0	217	248	87.5
	CLINT ISD	94.3	-	92.7	91.5	252	271	93.0
	EL PASO ISD	97.0	93.4	94.0	93.8	3,427	3,618	94.7
	FABENS ISD	-	-	90.4	89.4	148	163	90.8
	SAN ELIZARIO ISD	-	-	87.1	90.4	115	132	87.1
	SOCORRO ISD	100.0	100.0	97.5	97.9	1,018	1,041	97.8
	TORNILLO ISD	-	-	87.0	90.5	20	23	87.0
	YSLETA ISD	90.5	86.9	84.9	84.5	2,849	3,319	85.8
ELLIS		95.1	91.9	87.5	86.3	1,162	1,240	93.7
	AVALON ISD	-	-	-	-	12	12	100.0
	ENNIS ISD	95.8	91.1	77.3	77.5	213	233	91.4
	FERRIS ISD	97.9	-	93.1	92.6	80	83	96.4
	ITALY ISD	100.0	-	-	100.0	40	40	100.0
	MAYPEARL ISD	97.1	-	-	100.0	45	46	97.8
	MIDLOTHIAN ISD	97.5	-	84.6	85.2	210	217	96.8
	MILFORD ISD	73.3	-	-	76.9	17	22	77.3
	PALMER ISD	86.5	-	-	-	39	45	86.7
	RED OAK ISD	94.3	-	88.9	-	188	201	93.5
	WAXAHACHIE ISD	94.5	90.7	89.6	86.7	318	341	93.3
ERATH		89.8	-	82.7	79.2	291	330	88.2
	DUBLIN ISD	85.7	-	93.8	79.2	57	66	86.4
	HUCKABAY ISD	100.0	-	-	-	13	13	100.0
	LINGLEVILLE ISD	-	-	-	-	10	11	90.9
	STEPHENVILLE ISD	89.8	-	77.4	75.0	211	240	87.9
FALLS		99.1	91.1	85.0	89.3	170	178	95.5
	CHILTON ISD	-	-	-	70.0	17	20	85.0

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETERS	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
FALLS	MARLIN ISD	100.0	91.2	-	92.1	84	87	96.6
	ROSEBUD-LOTT ISD	99.3	-	-	92.6	69	71	97.2
FANNIN		93.5	90.5	-	88.2	300	322	93.2
	BONHAM ISD	92.6	-	-	84.8	125	136	91.9
	DODD CITY ISD	94.7	-	-	-	18	19	94.7
	ECTOR ISD	92.9	-	-	-	13	14	92.9
	HONEY GROVE ISD	94.7	-	-	94.1	44	47	93.6
	LEONARD ISD	94.3	-	-	87.5	39	41	95.1
	SAM RAYBURN ISD	100.0	-	-	100.0	29	29	100.0
	SAVOY ISD	90.0	-	-	-	19	21	90.5
	TRENTON ISD	86.7	-	-	-	13	15	86.7
FAYETTE		97.7	81.3	87.9	89.2	272	287	94.8
	FAYETTEVILLE ISD	100.0	-	-	-	16	16	100.0
	FLATONIA ISD	100.0	-	100.0	100.0	19	19	100.0
	LA GRANGE ISD	95.8	77.8	76.5	84.4	140	153	91.5
	ROUND TOP-CARMINE IS	100.0	-	-	-	13	13	100.0
	SCHULENBURG ISD	100.0	-	-	90.9	84	86	97.0
FISHER		97.0	-	85.7	82.4	46	49	93.9
	ROBY CONS ISD	91.7	-	-	-	16	19	84.2
	ROTAN ISD	100.0	-	-	-	30	30	100.0
FLOYD		95.1	-	82.3	83.7	96	109	88.1
	FLOYDADA ISD	91.7	-	81.1	85.7	57	66	86.4
	LOCKNEY ISD	100.0	-	84.0	81.0	39	43	90.7
FOARD		100.0	-	-	-	23	23	100.0
	CROWELL ISD	100.0	-	-	-	23	23	100.0
FORT BEND		96.5	92.2	86.3	85.1	3,577	3,816	93.7
	FORT BEND ISD	96.4	93.2	90.1	93.3	2,578	2,710	95.1
	LAMAR CONSOLIDATED I	95.8	85.0	81.0	79.2	736	840	87.6
	NEEDVILLE ISD	99.3	-	100.0	90.0	149	153	97.4
	STAFFORD MSD	100.0	100.0	97.0	100.0	112	113	99.1
FRANKLIN		91.5	-	-	76.9	86	94	91.5
	MOUNT VERNON ISD	91.5	-	-	76.9	86	94	91.5
FREESTONE		94.4	97.6	100.0	94.0	205	215	95.3
	FAIRFIELD ISD	95.8	100.0	-	100.0	100	103	97.1
	TEAGUE ISD	96.7	90.0	-	100.0	74	77	96.1
	WORTHAM ISD	86.7	-	-	90.9	31	35	88.6
FRIO		97.6	-	86.2	84.8	188	213	88.3
	DILLEY ISD	92.9	-	83.7	81.3	54	63	85.7
	PEARSALL ISD	100.0	-	87.0	86.0	134	150	89.3
GAINES		95.7	-	84.6	84.9	155	172	90.1
	LOOP ISD	-	-	-	-	8	10	80.0
	SEAGRAVES ISD	100.0	-	81.4	85.7	31	35	88.6
	SEMINOLE ISD	94.6	-	88.5	87.2	116	127	91.3
GALVESTON		93.7	83.8	81.5	79.7	3,524	3,867	90.6
	CLEAR CREEK ISD	97.1	86.8	86.0	82.5	1,487	1,583	93.6
	DICKINSON ISD	88.8	78.8	84.5	76.7	291	336	86.6
	FRIENDSWOOD ISD	94.9	-	87.5	-	292	308	94.8
	GALVESTON ISD	86.2	76.7	71.3	76.9	692	811	76.9
	HIGH ISLAND ISD	90.9	-	-	90.9	21	23	91.3
	HITCHCOCK ISD	100.0	100.0	100.0	100.0	79	79	100.0
	LA MARQUE ISD	87.8	85.2	77.4	78.6	288	335	85.6
	SANTA FE ISD	90.4	-	100.0	88.9	261	295	91.6
	TEXAS CITY ISD	91.0	82.0	78.6	82.9	305	348	89.2
GARZA		91.3	-	90.9	89.6	77	83	92.8
	POST ISD	91.7	-	88.9	87.9	62	68	91.2
	SOUTHLAND ISD	-	-	-	-	15	15	100.0
GILLESPIE		98.3	-	77.3	81.8	212	225	94.2
	FREDERICKSBURG ISD	98.7	-	76.7	76.5	192	204	94.1
	HARPER ISD	95.0	-	-	100.0	20	21	95.2

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
GLASSCOCK		100.0	-	-	-	24	25	96.0
	GLASSCOCK COUNTY ISD	100.0	-	-	-	24	25	96.0
GOLIAD		100.0	-	92.0	89.5	83	86	96.5
	GOLIAD ISD	100.0	-	92.0	89.5	83	86	96.5
GONZALES		92.7	68.2	84.8	80.8	238	272	87.5
	GONZALES ISD	94.9	61.5	88.3	80.6	155	172	90.1
	NIXON-SMILEY CONS IS	86.8	-	79.5	81.3	70	84	83.3
	WAELDER ISD	-	-	-	80.0	13	16	81.3
GRAY		94.8	90.0	80.5	83.1	286	308	92.9
	LEFORS ISD	100.0	-	-	-	14	14	100.0
	MCLEAN ISD	94.7	-	-	-	19	20	95.0
	PAMPA ISD	94.5	90.0	80.0	79.6	253	274	92.3
GRAYSON		94.0	95.3	89.7	86.6	1,088	1,156	94.1
	BELLS ISD	96.2	-	-	-	51	53	96.2
	COLLINSVILLE ISD	93.3	-	-	-	28	30	93.3
	DENISON ISD	96.2	95.2	-	91.8	256	266	96.2
	GUNTER ISD	100.0	-	-	-	32	32	100.0
	HOWE ISD	95.9	-	-	-	48	50	96.0
	POTTSBORO ISD	90.5	-	-	76.9	67	74	90.5
	S AND S CONS ISD	100.0	-	-	-	57	58	98.3
	SHERMAN ISD	91.1	94.5	90.9	82.4	323	352	91.8
	TOM BEAN ISD	92.5	-	-	-	52	56	92.9
	VAN ALSTYNE ISD	94.8	-	-	-	61	64	95.3
	WHITESBORO ISD	92.9	-	-	50.0	82	89	92.1
	WHITEWRIGHT ISD	96.2	-	-	100.0	31	32	96.9
GREGG		93.3	82.7	80.3	79.2	1,391	1,541	90.3
	GLADEWATER ISD	93.7	70.8	-	89.7	125	139	89.9
	KILGORE ISD	91.7	84.3	-	80.3	249	275	90.5
	LONGVIEW ISD	93.9	84.4	76.7	77.1	447	506	88.3
	PINE TREE ISD	94.3	72.4	70.6	79.7	320	350	91.4
	SABINE ISD	93.4	90.9	-	81.5	85	91	93.4
	SPRING HILL ISD	96.2	-	-	100.0	81	84	96.4
	WHITE OAK ISD	88.6	-	-	50.0	84	96	87.5
GRIMES		91.1	86.1	87.5	86.2	251	279	90.0
	ANDERSON-SHIRO CONS	96.2	-	-	-	32	33	97.0
	IOLA ISD	100.0	-	-	-	34	34	100.0
	NAVASOTA ISD	87.1	86.5	87.2	82.7	180	207	87.0
	RICHARDS ISD	-	-	-	-	-	-	-
GUADALUPE		96.3	87.0	82.1	84.4	885	975	90.8
	MARION ISD	98.1	-	100.0	94.4	64	66	97.0
	NAVARRO ISD	93.5	-	-	-	38	40	95.0
	SCHERTZ-CIBOLO-U CIT	97.3	100.0	92.1	91.9	344	357	96.4
	SEGUIN ISD	95.0	82.8	77.6	79.7	439	512	85.7
HALE		97.6	88.0	84.2	84.5	466	519	89.8
	ABERNATHY ISD	96.7	-	93.3	89.7	60	63	95.2
	COTTON CENTER ISD	-	-	-	-	11	11	100.0
	HALE CENTER ISD	100.0	-	75.8	82.1	41	49	83.7
	PETERSBURG ISD	100.0	-	100.0	100.0	31	31	100.0
	PLAINVIEW ISD	97.3	87.0	82.1	82.5	323	365	88.5
HALL		97.4	-	91.7	96.4	68	71	95.8
	LAKEVIEW ISD	-	-	-	-	-	-	-
	MEMPHIS ISD	100.0	-	87.5	92.3	41	43	95.3
	TURKEY-QUITAQUE ISD	94.1	-	-	100.0	21	22	95.5
HAMILTON		88.8	-	-	75.0	86	96	89.6
	HAMILTON ISD	96.2	-	-	-	54	56	96.4
	HICO ISD	78.4	-	-	66.7	32	40	80.0
HANSFORD		98.6	-	90.5	88.5	88	91	96.7
	GRUVER ISD	100.0	-	-	81.8	33	35	94.3
	SPEARMAN ISD	97.6	-	100.0	93.3	55	56	98.2
HARDEMAN		94.6	-	-	100.0	64	68	94.1

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ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
HARDEMAN	CHILLICOTHE ISD	100.0	-	-	-	16	16	100.0
	QUANAH ISD	93.3	-	-	-	48	52	92.3
HARDIN		95.2	94.7	-	91.7	670	704	95.2
	HARDIN-JEFFERSON ISD	98.5	87.0	-	85.2	154	159	96.9
	KOUNTZE ISD	89.3	100.0	-	100.0	84	92	91.3
	LUMBERTON ISD	98.2	-	-	-	163	166	98.2
	SILSBEE ISD	94.4	96.4	-	93.1	238	251	94.8
	WEST HARDIN COUNTY C	86.1	-	-	70.0	31	36	86.1
HARRIS		94.7	83.4	78.7	81.0	29,856	34,152	87.4
	ALDINE ISD	87.0	81.8	77.0	77.3	2,146	2,621	81.9
	ALIEF ISD	95.8	91.4	90.9	92.3	1,714	1,831	93.6
	CHANNELVIEW ISD	99.4	97.6	97.1	98.7	300	305	98.4
	CROSBY ISD	91.4	86.3	90.0	81.0	212	235	90.2
	CYPRESS-FAIRBANKS IS	96.5	94.9	88.9	89.0	2,969	3,116	95.3
	DEER PARK ISD	94.9	-	85.6	81.9	695	745	93.3
	GALENA PARK ISD	90.3	91.9	86.0	83.7	930	1,044	89.1
	GEORGE I SANCHEZ CHA	-	-	96.3	94.4	83	86	96.5
	GIRLS & BOYS PREP AC	-	-	-	-	-	-	-
	GOOSE CREEK ISD	95.5	88.8	89.4	89.2	1,031	1,110	92.9
	HOUSTON ISD	92.2	78.3	71.2	75.2	8,573	11,076	77.4
	HUFFMAN ISD	88.9	-	-	77.3	132	149	88.6
	HUMBLE ISD	99.0	91.6	96.9	93.1	1,446	1,469	98.4
	KATY ISD	98.7	96.3	89.3	89.0	1,586	1,625	97.6
	KLEIN ISD	94.1	92.0	87.8	83.4	1,854	1,981	93.6
	LA PORTE ISD	88.7	94.4	91.0	84.7	412	461	89.4
	NORTH FOREST ISD	-	94.2	88.2	93.5	489	521	93.9
	PASADENA ISD	93.2	90.0	84.4	84.7	2,009	2,242	89.6
	SHELDON ISD	84.7	96.6	95.1	86.8	201	224	89.7
	SPRING BRANCH ISD	97.8	88.9	86.7	85.5	1,570	1,683	93.3
	SPRING ISD	93.9	90.7	88.1	84.3	1,113	1,201	92.7
	TOMBALL ISD	92.2	83.3	88.0	93.3	386	422	91.5
HARRISON		94.2	86.4	83.3	84.5	807	884	91.3
	ELYSIAN FIELDS ISD	98.0	92.9	-	94.4	65	67	97.0
	HALLSVILLE ISD	93.6	-	-	82.9	214	229	93.4
	HARLETON ISD	96.3	-	-	-	28	29	96.6
	KARNACK ISD	100.0	84.4	-	84.6	40	45	88.9
	MARSHALL ISD	95.3	85.9	70.0	82.9	407	453	89.8
	WASKOM ISD	84.1	92.3	-	85.7	53	61	86.9
HARTLEY		100.0	-	-	-	25	25	100.0
	CHANNING ISD	-	-	-	-	10	10	100.0
	HARTLEY ISD	100.0	-	-	-	15	15	100.0
HASKELL		100.0	-	94.7	97.3	81	82	98.8
	HASKELL CISD	100.0	-	100.0	100.0	43	43	100.0
	PAINT CREEK ISD	-	-	-	-	-	-	-
	ROCHESTER ISD	100.0	-	-	-	17	17	100.0
	RULE ISD	100.0	-	-	-	14	15	93.3
HAYS		97.7	95.7	85.8	88.1	926	990	93.5
	DRIPPING SPRINGS ISD	94.7	-	-	92.9	133	141	94.3
	HAYS CONS ISD	99.2	-	91.7	90.1	352	363	97.0
	SAN MARCOS CONS ISD	97.0	93.3	82.7	84.9	366	411	89.1
	WIMBERLEY ISD	100.0	-	-	-	75	75	100.0
HEMPHILL		93.9	-	85.0	81.0	64	70	91.4
	CANADIAN ISD	93.9	-	85.0	81.0	64	70	91.4
HENDERSON		92.5	90.1	85.7	90.1	609	662	92.0
	ATHENS ISD	89.6	81.8	75.0	76.0	195	224	87.1
	BROWNSBORO ISD	93.9	100.0	100.0	92.5	178	188	94.7
	CROSS ROADS ISD	97.7	-	-	100.0	44	45	97.8
	EUSTACE ISD	97.6	-	-	96.7	86	88	97.7
	LA POYNOR ISD	93.5	-	-	100.0	40	42	95.2
	MALAKOFF ISD	86.5	-	-	100.0	54	61	88.5
	TRINIDAD ISD	81.8	-	-	-	12	14	85.7
HIDALGO		96.7	90.9	89.1	87.9	6,804	7,593	89.6
	DONNA ISD	-	-	96.1	96.2	360	374	96.3

NOTE: A DASH (-) INDICATES THAT FEWER THAN 10 STUDENTS IN STUDENT GROUP ENROLLED IN GRADES 9-12.

APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
HIDALGO	EDCOUCH-ELSA ISD	-	-	87.9	85.2	256	291	88.0
	EDINBURG CISD	98.6	-	93.4	92.0	989	1,055	93.7
	HIDALGO ISD	-	-	88.5	88.9	138	156	88.5
	LA JOYA ISD	-	-	84.9	85.0	626	736	85.1
	LA VILLA ISD	-	-	86.4	84.6	38	44	86.4
	MCALLEN ISD	96.9	-	87.5	83.8	1,279	1,439	88.9
	MERCEDES ISD	-	-	89.6	89.0	251	281	89.3
	MISSION CONS ISD	100.0	-	86.0	84.3	637	734	86.8
	ONE STOP MULTISERVIC	-	-	100.0	100.0	20	20	100.0
	PHARR-SAN JUAN-ALAMO	85.2	-	87.8	86.9	1,127	1,285	87.7
	PROGRESO ISD	-	-	87.4	86.8	97	111	87.4
	SHARYLAND ISD	96.8	-	93.2	92.5	228	242	94.2
	VALLEY VIEW ISD	-	-	94.1	93.9	95	101	94.1
	WESLACO ISD	100.0	-	91.3	90.5	663	724	91.6
HILL		96.6	87.5	93.3	92.1	346	363	95.3
	ABBOTT ISD	93.8	-	-	-	17	18	94.4
	AQUILLA ISD	90.0	-	-	-	11	12	91.7
	BLUM ISD	92.6	-	-	81.8	28	30	93.3
	BYNUM ISD	100.0	-	-	-	16	17	94.1
	COVINGTON ISD	90.0	-	-	-	18	20	90.0
	HILLSBORO ISD	97.1	71.4	86.7	80.6	91	99	91.9
	HUBBARD ISD	93.5	100.0	-	100.0	42	44	95.5
	ITASCA ISD	100.0	-	-	100.0	30	30	100.0
	PENELOPE ISD	-	-	-	-	-	-	-
	WHITNEY ISD	100.0	-	-	100.0	84	84	100.0
HOCKLEY		95.5	-	87.2	86.6	351	381	92.1
	ANTON ISD	90.0	-	-	83.3	18	20	90.0
	LEVELLAND ISD	95.8	-	88.7	87.9	226	243	93.0
	ROPES ISD	90.5	-	70.6	72.7	33	41	80.5
	SMYER ISD	93.8	-	-	-	22	23	95.7
	SUNDOWN ISD	100.0	-	92.9	94.1	36	37	97.3
	WHITHARRAL ISD	100.0	-	-	-	16	17	94.1
HOOD		92.6	-	85.0	79.7	383	418	91.6
	GRANBURY ISD	91.7	-	83.3	76.3	338	373	90.6
	LIPAN ISD	100.0	-	-	-	16	16	100.0
	TOLAR ISD	100.0	-	-	-	29	29	100.0
HOPKINS		90.4	91.8	73.3	83.0	372	413	90.1
	COMO-PICKTON CISD	95.5	-	-	88.2	48	50	96.0
	CUMBY ISD	87.5	-	-	-	15	17	88.2
	MILLER GROVE ISD	94.7	-	-	-	18	19	94.7
	NORTH HOPKINS ISD	89.7	-	-	91.7	29	33	87.9
	SALTILLO ISD	100.0	-	-	-	16	16	100.0
	SULPHUR BLUFF ISD	95.7	-	-	-	24	25	96.0
	SULPHUR SPRINGS ISD	87.8	93.5	-	75.9	222	253	87.7
HOUSTON		96.6	91.0	-	89.0	269	285	94.4
	CROCKETT ISD	90.2	88.1	-	84.0	102	115	88.7
	GRAPELAND ISD	98.1	94.4	-	88.2	70	72	97.2
	KENNARD ISD	100.0	92.9	-	94.4	34	35	97.1
	LATEXO ISD	100.0	-	-	-	26	26	100.0
	LOVELADY ISD	100.0	-	-	-	37	37	100.0
HOWARD		93.9	100.0	88.7	88.2	356	384	92.7
	BIG SPRING ISD	94.5	100.0	88.2	88.7	253	273	92.7
	COAHOMA ISD	95.0	-	100.0	93.8	68	71	95.8
	FORSAN ISD	89.2	-	-	-	35	40	87.5
HUDSPETH		92.9	-	90.0	92.0	40	44	90.9
	DELL CITY ISD	-	-	100.0	100.0	16	16	100.0
	FT HANCOCK ISD	-	-	82.4	83.3	19	23	82.6
	SIERRA BLANCA ISD	-	-	-	-	-	-	-
HUNT		95.3	78.6	83.0	82.5	808	876	92.2
	BLAND ISD	100.0	-	-	100.0	38	38	100.0
	BOLES ISD	96.3	-	-	-	28	29	96.6
	CADDO MILLS ISD	96.2	-	-	-	54	57	94.7
	CAMPBELL ISD	94.4	-	-	-	19	20	95.0
	CELESTE ISD	100.0	-	-	-	28	28	100.0

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
HUNT	COMMERCE ISD	91.3	89.5	-	87.5	89	96	92.7
	GREENVILLE ISD	97.9	74.7	74.1	74.3	324	359	90.3
	LONE OAK ISD	90.7	-	-	100.0	45	49	91.8
	QUINLAN ISD	90.4	-	-	84.6	151	168	89.9
	WOLFE CITY ISD	100.0	-	-	-	32	32	100.0
HUTCHINSON		93.6	91.7	85.4	78.8	401	435	92.6
	BORGER ISD	92.7	90.9	86.1	73.8	245	267	91.8
	FLEMING-STINNETT PHI	100.0	-	-	-	62	62	100.0
	SANFORD ISD	91.8	-	-	80.0	96	106	90.6
IRION		86.7	-	100.0	90.0	23	25	92.0
	IRION CO ISD	86.7	-	100.0	90.0	23	25	92.0
JACK		91.7	-	-	83.7	120	131	91.6
	BRYSON ISD	100.0	-	-	-	18	18	100.0
	JACKSBORO ISD	92.1	-	-	78.6	79	86	91.9
	PERRIN-WHITT CONS IS	85.2	-	-	-	23	27	85.2
JACKSON		97.5	100.0	84.9	88.9	215	227	94.7
	EDNA ISD	97.1	100.0	85.0	90.9	99	104	95.2
	GANADO ISD	100.0	-	80.8	84.6	53	58	91.4
	INDUSTRIAL ISD	96.6	-	-	93.3	63	65	96.9
JASPER		95.8	94.3	90.0	88.0	448	470	95.3
	BROOKELAND ISD	93.8	-	-	-	18	19	94.7
	BUNA ISD	92.1	-	-	63.2	97	105	92.4
	EVADALE ISD	93.3	-	-	-	28	30	93.3
	JASPER ISD	99.1	92.8	-	90.8	213	222	95.9
	KIRBYVILLE ISD	97.2	100.0	-	100.0	92	94	97.9
JEFF DAVIS		100.0	-	-	-	28	28	100.0
	FT DAVIS ISD	100.0	-	-	-	25	25	100.0
	VALENTINE ISD	-	-	-	-	-	-	-
JEFFERSON		91.8	83.9	85.6	80.2	2,331	2,612	89.2
	BEAUMONT ISD	91.8	83.1	84.1	78.7	939	1,092	86.0
	HAMSHIRE-FANNETT ISD	96.1	-	-	93.3	138	144	95.8
	NEDERLAND ISD	93.6	-	89.5	78.3	338	362	93.4
	PORT ARTHUR ISD	85.7	84.5	79.7	81.7	516	605	85.3
	PORT NECHES-GROVES I	97.9	-	100.0	92.3	189	197	98.0
	SABINE PASS ISD	91.7	-	-	-	11	12	91.7
JIM HOGG		-	-	87.8	89.3	76	87	87.4
	JIM HOGG COUNTY ISD	-	-	87.8	89.3	76	87	87.4
JIM WELLS		96.6	-	86.4	81.4	518	581	89.2
	ALICE ISD	95.2	-	84.4	77.3	443	495	86.8
	BEN BOLT-PALITO BLAN	-	-	100.0	100.0	35	35	100.0
	ORANGE GROVE ISD	97.9	-	91.7	91.4	91	96	94.8
	PREMONT ISD	100.0	-	86.7	82.9	49	55	89.1
JOHNSON		91.1	89.7	85.6	83.5	1,216	1,343	90.5
	ALVARADO ISD	95.6	-	90.9	85.3	144	152	94.7
	BURLESON ISD	87.7	-	91.3	65.7	315	358	88.0
	CLEBURNE ISD	88.8	92.0	72.5	76.7	273	314	86.9
	GUDLEY ISD	91.4	-	-	84.6	62	68	91.2
	GRANDVIEW ISD	95.3	-	-	92.3	48	50	96.0
	JOSHUA ISD	91.3	-	-	86.8	219	239	91.6
	KEENE ISD	91.3	-	89.5	93.6	44	49	89.8
	RIO VISTA ISD	96.1	-	-	-	51	53	96.2
	VENUS ISD	100.0	-	-	100.0	60	60	100.0
JONES		95.6	86.7	78.7	81.8	215	237	90.7
	ANSON ISD	91.2	-	85.7	85.7	51	57	89.5
	HAMLIN ISD	94.6	-	81.8	85.7	50	54	92.6
	HAWLEY ISD	95.9	-	-	100.0	50	52	96.2
	LUEDERS AVOCA ISD	100.0	-	-	-	14	15	93.3
	STAMFORD ISD	100.0	-	70.8	71.1	50	59	84.7
KARNES		100.0	-	88.0	87.6	170	184	92.4
	FALLS CITY ISD	100.0	-	-	-	23	23	100.0

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
KARNES	KARNES CITY ISD	100.0	-	93.8	93.5	51	53	96.2
	KENEDY ISD	100.0	-	84.7	82.5	83	94	88.3
	RUNGE ISD	-	-	-	90.0	13	14	92.9
KAUFMAN		94.9	93.5	95.6	86.7	877	925	94.8
	CRANDALL ISD	95.9	-	-	76.9	101	106	95.3
	FORNEY ISD	94.4	-	-	80.0	133	142	93.7
	KAUFMAN ISD	97.5	100.0	100.0	94.4	151	154	98.1
	KEMP ISD	84.0	-	-	73.3	74	86	86.0
	MABANK ISD	94.3	-	-	81.6	155	164	94.5
	SCURRY-ROSSER ISD	95.5	-	-	87.5	54	57	94.7
	TERRELL ISD	99.2	94.6	90.0	93.6	209	216	96.8
KENDALL		96.6	-	84.0	77.5	270	286	94.4
	BOERNE ISD	96.1	-	84.4	75.0	226	239	94.6
	COMFORT ISD	100.0	-	83.3	81.3	44	47	93.6
KENT		100.0	-	-	-	15	15	100.0
	JAYTON-GIRARD ISD	100.0	-	-	-	15	15	100.0
KERR		92.3	91.7	81.8	81.1	382	425	89.9
	CENTER POINT ISD	90.9	-	-	87.5	26	28	92.9
	INGRAM ISD	83.8	-	-	73.1	69	82	84.1
	KERRVILLE ISD	95.4	91.7	80.0	82.5	287	315	91.1
KIMBLE		90.0	-	90.0	85.7	45	50	90.0
	JUNCTION ISD	90.0	-	90.0	85.7	45	50	90.0
KING		-	-	-	-	-	-	-
	GUTHRIE CSD	-	-	-	-	-	-	-
KINNEY		100.0	-	89.3	93.1	38	41	92.7
	BRACKETT ISD	100.0	-	89.3	93.1	38	41	92.7
KLEBERG		98.2	100.0	90.8	86.7	359	385	93.2
	KINGSVILLE ISD	97.9	100.0	92.1	88.5	318	338	94.1
	RIVIERA ISD	100.0	-	80.6	75.0	40	46	87.0
	SANTA GERTRUDIS ISD	-	-	-	-	-	-	-
KNOX		97.4	-	94.7	93.5	61	64	95.3
	BENJAMIN ISD	-	-	-	-	-	-	-
	GOREE ISD	-	-	-	-	-	-	-
	KNOX CITY-O'BRIEN IS	95.0	-	100.0	94.1	31	33	93.9
	MUNDAY ISD	100.0	-	-	90.9	21	22	95.5
LA SALLE		100.0	-	96.5	97.8	71	73	97.3
	COTULLA ISD	100.0	-	96.5	97.8	71	73	97.3
LAMAR		93.3	89.6	-	80.4	494	533	92.7
	CHISUM ISD	97.5	-	-	100.0	48	49	98.0
	NORTH LAMAR ISD	98.4	-	-	91.7	193	196	98.5
	PARIS ISD	84.7	86.8	-	73.3	180	210	85.7
	PRAIRILAND ISD	93.8	-	-	80.0	63	67	94.0
	ROXTON ISD	90.0	-	-	-	10	11	90.9
LAMB		96.2	100.0	86.2	88.9	241	261	92.3
	AMHERST ISD	90.0	-	-	-	16	17	94.1
	LITTLEFIELD ISD	94.7	100.0	83.7	84.6	107	118	90.7
	OLTON ISD	95.2	-	83.8	86.1	52	59	88.1
	SPADE ISD	-	-	-	-	10	10	100.0
	SPRINGLAKE-EARTH ISD	100.0	-	92.9	92.3	28	29	96.6
	SUDAN ISD	100.0	-	-	100.0	28	28	100.0
LAMPASAS		97.3	-	100.0	96.1	216	221	97.7
	LAMPASAS ISD	96.9	-	100.0	95.7	190	195	97.4
	LOMETA ISD	100.0	-	-	-	26	26	100.0
LAVACA		96.9	87.5	90.0	92.5	149	156	95.5
	HALLETTSVILLE ISD	97.5	-	-	95.7	89	91	97.8
	MOULTON ISD	96.0	-	-	92.3	27	29	93.1
	SHINER ISD	96.2	-	-	88.2	33	36	91.7

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
LEE		97.6	94.1	89.2	91.1	210	220	95.5
	DIME BOX ISD	-	-	-	-	10	10	100.0
	GIDDINGS ISD	97.9	90.9	88.2	90.5	134	141	95.0
	LEXINGTON ISD	96.8	-	-	-	66	69	95.7
LEON		96.4	88.5	-	84.7	192	204	94.1
	BUFFALO ISD	97.5	80.0	-	73.9	51	57	89.5
	CENTERVILLE ISD	100.0	-	-	-	52	52	100.0
	LEON ISD	90.0	-	-	81.3	50	56	89.3
	NORMANGEE ISD	100.0	-	-	-	25	25	100.0
	OAKWOOD ISD	-	-	-	-	14	14	100.0
LIBERTY		91.1	90.8	75.9	83.1	774	859	90.1
	CLEVELAND ISD	87.3	91.4	71.4	83.9	153	177	86.4
	DAYTON ISD	93.0	92.3	93.8	86.0	242	260	93.1
	HARDIN ISD	97.1	-	-	94.7	72	76	94.7
	HULL-DAISETTA ISD	88.5	100.0	-	83.3	41	44	93.2
	LIBERTY ISD	86.5	83.3	72.7	76.7	134	158	84.8
	TARKINGTON ISD	92.6	-	-	76.2	132	144	91.7
LIMESTONE		93.3	93.0	81.8	87.0	260	283	91.9
	COOLIDGE ISD	-	-	-	100.0	18	18	100.0
	GROESBECK ISD	89.5	82.4	76.9	78.0	101	116	87.1
	MEXIA ISD	96.5	95.6	83.3	91.3	141	149	94.6
LIPSCOMB		92.9	-	81.8	75.0	48	53	90.6
	BOOKER ISD	90.0	-	81.8	72.7	27	31	87.1
	FOLLETT ISD	100.0	-	-	-	14	14	100.0
	HIGGINS ISD	-	-	-	-	-	-	-
LIVE OAK		92.4	-	88.0	78.4	130	143	90.9
	GEORGE WEST ISD	90.2	-	89.7	80.8	82	91	90.1
	THREE RIVERS ISD	96.8	-	85.7	72.7	48	52	92.3
LLANO		94.3	-	-	94.7	88	93	94.6
	LLANO ISD	94.3	-	-	94.7	88	93	94.6
LUBBOCK		95.2	80.5	81.7	79.7	2,619	2,930	89.4
	FRENSHIP ISD	94.4	85.7	94.2	90.3	284	302	94.0
	IDALOU ISD	95.6	-	96.7	95.0	74	77	96.1
	LUBBOCK ISD	95.0	80.2	78.9	77.3	1,854	2,116	87.6
	LUBBOCK-COOPER ISD	97.8	-	88.9	90.9	115	120	95.8
	NEW DEAL ISD	96.6	-	80.0	71.4	40	46	87.0
	ROOSEVELT ISD	95.4	-	100.0	87.0	75	79	94.9
	SHALLOWATER ISD	96.8	-	93.3	90.0	75	78	96.2
	SLATON ISD	96.0	100.0	84.6	88.0	102	112	91.1
LYNN		97.7	-	88.4	90.0	106	116	91.4
	NEW HOME ISD	-	-	-	-	-	-	-
	O'DONNELL ISD	100.0	-	96.2	96.2	36	37	97.3
	TAHOKA ISD	95.8	-	76.7	80.6	49	58	84.5
	WILSON ISD	-	-	-	-	13	13	100.0
MADISON		98.9	87.1	92.9	88.0	136	143	95.1
	MADISONVILLE CONS IS	98.5	87.1	92.9	86.0	107	114	93.9
	NORTH ZULCH ISD	100.0	-	-	-	29	29	100.0
MARION		88.5	90.0	-	83.3	102	114	89.5
	JEFFERSON ISD	88.5	90.0	-	83.3	102	114	89.5
MARTIN		95.2	-	84.0	87.1	65	71	91.5
	GRADY ISD	91.7	-	-	80.0	17	20	85.0
	STANTON ISD	96.7	-	88.2	90.5	48	51	94.1
MASON		95.0	-	88.2	76.5	53	57	93.0
	MASON ISD	95.0	-	88.2	76.5	53	57	93.0
MATAGORDA		95.7	91.9	81.9	85.2	563	620	90.8
	BAY CITY ISD	95.4	90.4	75.2	79.3	326	371	87.9
	PALACIOS ISD	98.1	-	97.5	97.6	111	113	98.2
	TIDEHAVEN ISD	94.4	-	88.9	88.5	60	65	92.3
	VAN VLECK ISD	94.7	95.5	81.8	90.9	66	71	93.0

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ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
MAVERICK		100.0	-	88.5	86.9	626	706	88.7
	EAGLE PASS ISD	100.0	-	88.5	86.9	626	706	88.7
MCCULLOCH		94.5	-	75.0	87.5	92	102	90.2
	BRADY ISD	92.2	-	76.2	78.9	68	77	88.3
	LOHN ISD	-	-	-	-	-	-	-
	ROCHELLE ISD	100.0	-	-	100.0	19	19	100.0
MCLENNAN		95.5	84.4	82.6	82.4	2,011	2,203	91.3
	AXTELL ISD	100.0	-	-	-	44	44	100.0
	BOSQUEVILLE ISD	84.4	-	-	72.7	29	35	82.9
	BRUCEVILLE-EDDY ISD	100.0	-	-	-	45	45	100.0
	CHINA SPRING ISD	95.1	-	-	90.0	83	87	95.4
	CONNALLY ISD	94.7	96.8	70.6	80.0	152	164	92.7
	CRAWFORD ISD	100.0	-	-	-	31	32	96.9
	LA VEGA ISD	82.1	90.2	66.7	77.6	114	138	82.6
	LORENA ISD	97.2	-	-	-	73	76	96.1
	MART ISD	100.0	-	-	100.0	42	42	100.0
	MCGREGOR ISD	83.3	76.9	80.0	66.7	63	77	81.8
	MIDWAY ISD	100.0	100.0	100.0	100.0	371	372	99.7
	MOODY ISD	88.9	-	-	70.0	43	50	86.0
	RIESEL ISD	97.1	-	-	-	38	39	97.4
	ROBINSON ISD	98.5	90.0	90.0	100.0	153	157	97.5
	WACO ISD	95.6	81.2	81.1	81.6	622	729	85.3
	WEST ISD	93.5	-	-	91.3	108	116	93.1
MCMULLEN		-	-	-	-	10	10	100.0
	MCMULLEN COUNTY ISD	-	-	-	-	10	10	100.0
MEDINA		98.2	-	84.5	81.8	484	530	91.3
	D'HANIS ISD	100.0	-	90.0	90.9	23	24	95.8
	DEVINE ISD	100.0	-	78.4	71.4	206	227	90.6
	HONDO ISD	96.8	-	84.6	82.0	126	140	90.0
	MEDINA VALLEY ISD	99.0	-	91.0	91.1	160	167	95.8
	NATALIA ISD	93.1	-	80.8	78.3	69	82	84.1
MENARD		-	-	100.0	100.0	24	24	100.0
	MENARD ISD	-	-	100.0	100.0	24	24	100.0
MIDLAND		91.2	82.3	71.3	70.4	1,278	1,449	85.8
	GREENWOOD ISD	96.1	-	90.9	92.3	83	87	95.4
	MIDLAND ISD	90.8	82.3	72.8	69.8	1,195	1,402	85.2
MILAM		96.9	91.3	82.8	83.9	280	300	93.3
	BUCKHOLTS ISD	-	-	-	-	-	-	-
	CAMERON ISD	93.9	89.5	74.1	77.8	100	113	88.5
	MILANO ISD	100.0	-	-	-	26	26	100.0
	ROCKDALE ISD	97.6	94.1	91.3	83.9	121	126	96.0
	THORNDALE ISD	100.0	-	-	-	26	28	92.9
MILLS		93.8	-	-	90.0	67	71	94.4
	GOLDTHWAITE ISD	93.8	-	-	-	49	52	94.2
	MULLIN ISD	-	-	-	-	-	-	-
	PRIDDY ISD	-	-	-	-	-	-	-
	STAR ISD	-	-	-	-	-	-	-
MITCHELL		94.3	-	84.6	77.8	113	128	88.3
	COLORADO ISD	93.3	-	83.3	74.2	89	101	88.1
	LORAINE ISD	-	-	85.7	80.0	16	19	84.2
	WESTBROOK ISD	-	-	-	-	-	-	-
MONTAGUE		93.6	-	100.0	88.1	234	249	94.0
	BOWIE ISD	92.7	-	-	88.9	131	141	92.9
	FORESTBURG ISD	93.3	-	-	-	14	15	93.3
	GOLD BURG ISD	100.0	-	-	-	13	13	100.0
	NOCONA ISD	100.0	-	-	100.0	41	41	100.0
	PRAIRIE VALLEY ISD	100.0	-	-	-	12	12	100.0
	SAINT JO ISD	82.6	-	-	63.6	21	25	84.0
MONTGOMERY		94.9	84.3	84.6	84.6	2,776	2,969	93.5
	CONROE ISD	95.6	86.4	81.3	82.9	1,728	1,844	93.7
	MAGNOLIA ISD	93.0	-	95.2	87.2	253	272	93.0

NOTE: A DASH (-) INDICATES THAT FEWER THAN 10 STUDENTS IN STUDENT GROUP ENROLLED IN GRADES 9-12.

APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
MONTGOMERY	MONTGOMERY ISD	94.7	88.9	-	91.7	163	173	94.2
	NEW CANEY ISD	92.8	-	89.5	88.6	282	304	92.8
	SPLENDORA ISD	99.2	-	90.9	97.4	128	130	98.5
	WILLIS ISD	92.1	69.2	100.0	74.4	222	246	90.2
MOORE		96.3	-	83.9	87.8	237	258	91.9
	DUMAS ISD	95.8	-	81.3	85.1	204	225	90.7
	SUNRAY ISD	100.0	-	100.0	100.0	33	33	100.0
MORRIS		99.3	91.7	-	90.8	207	213	97.2
	DAINGERFIELD-LONE ST	99.8	88.1	-	87.0	125	131	95.4
	PEWITT ISD	100.0	100.0	-	100.0	82	82	100.0
MOTLEY		100.0	-	-	100.0	21	21	100.0
	MOTLEY COUNTY ISD	100.0	-	-	100.0	21	21	100.0
NACOGDOCHES		95.2	89.6	72.7	87.5	564	611	92.3
	CENTRAL HEIGHTS ISD	85.4	-	-	83.3	40	46	87.0
	CHIRENO ISD	93.3	-	-	-	18	19	94.7
	CUSHING ISD	97.1	-	-	-	35	36	97.2
	DOUGLASS ISD	100.0	-	-	-	14	14	100.0
	GARRISON ISD	93.3	87.5	-	92.9	42	46	91.3
	MARTINSVILLE ISD	-	-	-	-	-	-	-
	NACOGDOCHES ISD	96.9	88.8	70.0	85.3	353	385	91.7
	WODEN ISD	96.4	-	-	90.9	54	56	96.4
NAVARRO		94.8	89.7	88.6	86.5	423	453	93.4
	BLOOMING GROVE ISD	95.3	-	-	85.7	44	47	93.6
	CORSICANA ISD	92.5	90.6	89.7	82.9	258	281	91.8
	DAWSON ISD	96.2	-	-	-	27	29	93.1
	FROST ISD	100.0	-	-	100.0	24	24	100.0
	KERENS ISD	100.0	88.2	-	93.8	42	44	95.5
	MILDRED ISD	100.0	-	-	-	28	28	100.0
NEWTON		93.1	96.4	-	92.9	191	203	94.1
	BURKEVILLE ISD	100.0	100.0	-	100.0	26	26	100.0
	DEWEYVILLE ISD	96.7	-	-	90.5	59	61	96.7
	NEWTON ISD	88.9	95.3	-	91.5	106	116	91.4
NOLAN		94.7	70.6	83.8	79.8	220	248	88.7
	BLACKWELL CONS ISD	100.0	-	-	-	15	15	100.0
	HIGHLAND ISD	100.0	-	-	-	15	15	100.0
	ROSCOE ISD	100.0	-	91.7	90.9	42	44	95.5
	SWEETWATER ISD	91.9	70.6	80.0	75.0	148	174	85.1
NUECES		95.1	84.7	87.1	83.4	3,575	3,978	89.9
	ACADEMY OF TRANSITIO	-	-	50.0	55.6	13	26	50.0
	AGUA DULCE ISD	-	-	94.1	81.8	22	24	91.7
	BANQUETE ISD	100.0	-	97.5	96.4	55	56	98.2
	BISHOP CONS ISD	96.7	-	88.8	84.2	82	89	92.1
	CALALLEN ISD	95.4	-	87.5	85.4	309	331	93.4
	CORPUS CHRISTI ISD	95.8	85.9	87.5	82.4	2,219	2,472	89.8
	FLOUR BLUFF ISD	93.8	83.3	79.0	81.9	320	351	91.2
	PORT ARANSAS ISD	82.1	-	-	-	26	31	83.9
	ROBSTOWN ISD	-	-	88.1	86.9	251	266	88.4
	TULOSO-MIDWAY ISD	95.9	-	91.2	93.0	187	200	93.5
	WEST OSO ISD	-	73.7	80.9	80.0	91	114	79.8
OCHILTREE		95.0	-	85.3	82.1	125	135	92.6
	PERRYTON ISD	95.0	-	85.3	82.1	125	135	92.6
OLDHAM		96.0	-	-	94.0	86	89	96.6
	ADRIAN ISD	100.0	-	-	-	14	14	100.0
	BOYS RANCH ISD	92.5	-	-	92.1	43	46	93.5
	VEGA ISD	100.0	-	-	-	29	29	100.0
ORANGE		92.9	86.9	96.3	83.4	1,144	1,237	92.5
	BRIDGE CITY ISD	95.9	-	-	87.1	192	201	95.5
	LITTLE CYPRESS-MAURI	93.8	93.8	100.0	82.5	270	287	94.1
	ORANGEFIELD ISD	94.2	-	-	90.9	103	109	94.5
	VIDOR ISD	91.2	-	-	84.0	401	439	91.3
	WEST ORANGE-COVE CON	91.2	85.5	-	79.1	178	201	88.6

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
PALO PINTO		90.6	79.6	94.7	83.6	300	331	90.6
	GORDON ISD	92.9	-	-	-	16	17	94.1
	GRAFORD ISD	94.1	-	-	-	34	34	94.4
	MINERAL WELLS ISD	89.6	78.6	93.1	79.8	210	235	89.4
	SANTO ISD	88.0	-	-	-	25	28	89.3
	STRAWN ISD	100.0	-	-	-	15	15	100.0
PARKER		92.4	91.2	-	82.5	266	288	92.4
	BRECKVILLE ISD	85.4	-	-	75.0	49	56	85.7
	CARTHAGE ISD	93.8	91.8	-	82.1	204	215	91.5
	GARY ISD	100.0	-	-	-	17	17	100.0
PARKER		95.3	-	88.6	89.0	772	812	95.1
	ALEDO ISD	97.8	-	-	100.0	142	146	97.3
	BROCK ISD	100.0	-	-	-	31	31	100.0
	MILLSAP ISD	94.9	-	-	-	38	40	95.0
	PEASTER ISD	96.4	-	-	-	55	57	96.5
	POOLVILLE ISD	100.0	-	-	-	22	22	100.0
	SPRINGTOWN ISD	91.3	-	-	85.7	182	196	91.0
	WEATHERFORD ISD	95.3	-	88.6	87.5	341	361	95.0
PARMER		95.7	-	91.3	82.6	142	162	87.7
	BOVINA ISD	-	-	80.0	80.0	29	33	88.6
	FARWELL ISD	100.0	-	100.0	100.0	32	32	100.0
	FRIONA ISD	90.3	-	74.5	76.6	65	80	81.3
	LAZBUDDIE ISD	100.0	-	-	-	17	17	100.0
PECOS		96.3	-	90.1	87.8	232	252	92.1
	BUENA VISTA ISD	90.9	-	-	-	14	15	93.3
	FT STOCKTON ISD	95.7	-	90.2	86.9	182	199	91.5
	IRAAN-SHEFFIELD ISD	100.0	-	86.7	89.5	36	36	94.7
POLK		98.9	92.8	90.9	86.8	358	382	94.2
	BIG SANDY ISD	100.0	-	-	-	25	25	100.0
	CORRIGAN-CAMDEN ISD	95.3	89.3	100.0	90.0	82	87	94.3
	GOODRICH ISD	-	100.0	-	100.0	19	19	100.0
	LEGGETT ISD	90.9	-	-	-	10	12	83.3
	LIVINGSTON ISD	94.3	96.2	81.1	84.5	222	237	93.7
POTTER		91.9	75.9	79.3	80.4	1,867	1,903	97.6
	AMARILLO ISD	91.1	75.7	78.1	79.8	1,537	1,771	86.8
	HIGHLAND PARK ISD	100.0	-	-	100.0	44	44	100.0
	RIVER ROAD ISD	100.0	-	-	-	86	88	97.7
PRESIDIO		90.0		82.2	78.6	92	111	82.9
	MARFA ISD	-		95.8	88.9	29	31	93.5
	PRESIDIO ISD	-		77.9	75.8	63	80	78.8
RAINS		84.6			72.4	90	105	85.7
	RAINS ISD	84.6			72.4	90	105	85.7
RANDALL		97.3	-	97.3	90.9	441	455	97.4
	CANYON ISD	97.3	-	97.3	90.9	441	455	97.4
REAGAN		96.8	-	91.5	93.9	87	93	93.5
	REAGAN COUNTY ISD	96.8	-	91.5	93.9	87	93	93.5
REAL		95.2	-	-	90.9	26	27	96.3
	LEAKEY ISD	95.2	-	-	90.9	26	27	96.3
RED RIVER		87.6	76.9	-	79.0	160	189	84.7
	AVERY ISD	95.0	-	-	91.7	22	23	95.7
	CLARKSVILLE ISD	86.5	76.9	-	78.0	79	95	83.2
	DETROIT ISD	90.9	-	-	-	25	26	96.1
	TALCO-BOGATA CONS IS	82.9	-	-	78.9	34	45	75.6
REEVES		95.2	-	92.1	79.0	154	181	84.2
	BALMORHEA ISD	-	-	-	-	-	-	-
	PECOS-BARSTOW-TOYAH	94.1	-	81.5	77.1	145	174	83.3
REFUGIO		96.8	-	79.6	81.0	106	120	90.0
	AUSTWELL-TIVOLI ISD	-	-	-	-	11	13	84.6

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	NON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
REFUGIO	REFUGIO ISD	100.0	-	75.9	82.8	66	73	90.4
	WOODSBORO ISD	91.3	-	90.9	-	31	34	91.2
ROBERTS		100.0	-	-	-	16	16	100.0
	MIAMI ISD	100.0	-	-	-	16	16	100.0
ROBERTSON		96.5	91.9	85.7	87.7	190	201	91.6
	RAIMOND ISD	96.2	-	-	91.7	35	36	97.2
	CALVERT ISD	-	88.6	-	81.8	13	16	81.3
	FRANKLIN ISD	94.3	-	-	73.3	57	62	91.9
	HEARNE ISD	100.0	94.1	91.3	93.0	85	89	95.5
ROCKWALL		94.4	87.5	73.8	79.7	451	479	94.1
	ROCKWALL ISD	95.8	86.7	75.0	79.1	388	409	91.9
	ROYSE CITY ISD	100.0	-	70.0	82.3	67	70	95.7
RUNNELS		96.1	-	86.0	88.5	172	185	93.0
	BALLINGER ISD	93.2	-	88.5	89.5	74	85	91.8
	MILES ISD	100.0	-	-	100.0	35	35	100.0
	WINTERS ISD	97.5	-	79.2	81.5	59	65	90.8
RUSK		93.8	87.2	87.9	83.8	476	519	91.7
	CARLISLE ISD	86.4	-	-	-	20	23	87.0
	HENDERSON ISD	98.2	85.7	90.0	83.8	226	239	94.6
	LANEVILLE ISD	-	92.9	-	90.5	23	25	92.0
	LEVERETTS CHAPEL ISD	92.3	-	-	-	12	13	92.3
	MOUNT ENTERPRISE ISD	100.0	90.0	-	-	19	20	95.0
	OVERTON ISD	76.7	-	-	-	25	32	78.1
	TATUM ISD	90.6	88.9	84.6	83.3	98	105	89.5
	WEST RUSK ISD	95.1	81.3	-	86.4	57	62	91.9
SABINE		92.4	80.0	-	89.2	90	100	90.0
	HEMPHILL ISD	90.7	75.0	-	86.2	62	71	87.3
	WEST SABINE ISD	96.0	-	-	-	28	29	96.6
SAN AUGUSTINE		93.5	100.0	-	83.5	61	65	95.3
	BROADDUS ISD	90.9	-	-	92.9	25	27	92.6
	SAN AUGUSTINE ISD	95.8	100.0	-	93.8	56	58	96.6
SAN JACINTO		87.8	94.5	-	87.5	186	204	89.4
	COLDSPRING-OAKHURST	95.3	94.7	-	91.1	99	103	95.1
	SHEPHERD ISD	82.1	94.1	-	82.9	88	105	83.8
SAN PATRICIO		96.4	80.0	69.9	86.6	881	955	92.5
	ARANSAS PASS ISD	95.4	-	91.6	90.0	131	141	92.9
	GREGORY-PORTLAND ISD	98.2	-	90.2	83.1	282	298	94.3
	INGLESIDE ISD	88.5	-	90.3	81.7	86	96	89.6
	MATHIS ISD	100.0	-	91.0	92.9	97	103	94.2
	ODEM-EDROY ISD	100.0	-	89.6	88.1	78	80	92.5
	SINTON ISD	97.7	-	83.9	80.8	119	159	87.4
	TAFT ISD	100.0	-	94.5	91.7	75	76	96.2
SAN SABA		93.8	-	100.0	94.1	77	82	93.9
	CHEROKEE ISD	81.8	-	-	90.0	15	17	88.2
	RICHLAND SPRINGS ISD	-	-	-	-	10	10	100.0
	SAN SABA ISD	95.5	-	-	-	52	55	94.5
SCHLEICHER		93.8	-	100.0	100.0	45	47	95.7
	SCHLEICHER ISD	93.8	-	100.0	100.0	45	47	95.7
SCURRY		97.7	90.9	82.1	86.3	245	264	92.8
	HERMLEIGH ISD	100.0	-	-	-	16	16	100.0
	INA ISD	100.0	-	-	-	15	15	100.0
	SNYDER ISD	97.3	90.9	81.3	85.1	214	235	91.9
SHACKELFORD		97.6	-	90.0	100.0	50	52	96.2
	ALBANY ISD	96.9	-	-	100.0	39	41	95.1
	MORAN ISD	100.0	-	-	-	11	11	100.0
SHELBY		89.9	81.9	71.4	73.6	278	318	87.3
	CENTER ISD	92.9	89.7	71.4	84.9	136	151	90.1
	JOAQUIN ISD	83.8	-	-	-	31	37	83.8

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
SHELBY	SHELBYVILLE ISD	92.1	58.3	-	68.4	42	50	84.0
	TENAHA ISD	83.3	76.9	-	75.0	20	25	80.0
	TIMPSON ISD	88.4	-	-	63.6	45	51	88.2
SHERMAN		100.0	-	-	90.0	35	36	97.2
	STRATFORD ISD	100.0	-	-	90.0	35	36	97.2
	TEXHOMA ISD	-	-	-	-	-	-	-
SMITH		93.7	81.9	74.8	78.7	1,610	1,807	89.1
	ARP ISD	100.0	100.0	-	100.0	55	55	100.0
	BULLARD ISD	84.9	-	-	66.7	65	76	85.5
	CHAPEL HILL ISD	89.1	96.7	85.7	90.3	190	208	91.3
	LINDALE ISD	96.6	92.3	-	85.7	156	162	96.3
	TROUP ISD	91.8	91.7	-	73.7	56	62	90.3
	TYLER ISD	94.2	77.4	71.7	75.6	801	938	85.4
	WHITEHOUSE ISD	95.6	88.2	-	80.8	240	252	95.2
	WINONA ISD	92.5	71.4	-	70.6	47	54	87.0
SOMERVELL		91.4	-	91.7	90.3	97	106	91.5
	GLEN ROSE ISD	91.4	-	91.7	90.3	97	106	91.5
STARR		-	-	88.7	88.2	645	727	88.7
	RIO GRANDE CITY ISD	-	-	87.1	86.8	327	375	87.2
	ROMA ISD	-	-	89.9	89.8	294	327	89.9
	SAN ISIDRO ISD	-	-	95.8	92.9	24	25	96.0
STEPHENS		91.9	-	64.3	63.0	104	118	88.1
	BRECKENRIDGE ISD	91.9	-	64.3	63.0	104	118	88.1
STERLING		100.0	-	-	-	26	27	96.3
	STERLING CITY ISD	100.0	-	-	-	26	27	96.3
STONEWALL		100.0	-	-	92.3	28	29	96.6
	ASPERMONT ISD	100.0	-	-	92.3	28	29	96.6
SUTTON		97.8	-	87.1	80.0	72	77	93.5
	SONORA ISD	97.8	-	87.1	80.0	72	77	93.5
SWISHER		96.5	-	79.2	81.5	101	113	89.4
	HAPPY ISD	93.8	-	-	-	18	19	94.7
	KRESS ISD	-	-	92.3	91.7	17	19	89.5
	TULIA ISD	100.0	-	71.9	76.9	66	75	88.0
TARRANT		93.1	88.2	85.8	83.4	11,789	12,917	91.3
	ARLINGTON ISD	94.3	88.3	85.0	83.7	2,762	2,986	92.5
	AZLE ISD	91.1	-	100.0	82.6	299	327	91.4
	BIRDVILLE ISD	91.3	94.1	90.8	84.4	1,154	1,264	91.3
	CARROLL ISD	99.2	-	-	-	275	277	99.3
	CASTLEBERRY ISD	90.4	-	83.7	87.3	161	181	89.0
	CRowley ISD	95.9	95.1	100.0	93.5	367	381	96.3
	EAGLE MT-SAGINAW ISD	89.0	-	75.0	74.5	279	319	87.5
	EVERMAN ISD	88.6	97.7	83.3	89.8	136	146	93.2
	FORT WORTH ISD	91.4	87.1	84.9	83.3	3,008	3,424	87.9
	GRAPEVINE-COLLEYVILL	98.3	100.0	92.1	-	682	697	97.8
	HURST-EULESS-BEDFORD	91.1	83.0	82.7	77.4	1,092	1,213	90.0
	KELLER ISD	93.3	92.6	86.7	91.1	616	661	93.2
	KENNEDALE ISD	100.0	100.0	92.3	100.0	116	117	99.1
	LAKE WORTH ISD	87.1	-	100.0	84.0	69	79	87.3
	MANSFIELD ISD	94.7	84.2	82.6	77.8	534	574	93.0
	MASONIC HOME ISD	100.0	-	-	-	15	15	100.0
	WHITE SETTLEMENT ISD	85.3	91.3	100.0	77.1	224	256	87.5
TAYLOR		94.0	90.3	81.8	81.2	1,337	1,461	91.5
	ABILENE ISD	92.5	90.1	80.8	80.5	1,008	1,123	89.8
	JIM NED CONS ISD	98.5	-	-	92.9	72	73	98.6
	MERKEL ISD	95.7	-	86.7	85.7	103	109	94.5
	TRENT ISD	-	-	-	-	-	-	-
	WYLIE ISD	99.3	-	-	-	147	148	99.3
TERRELL		-	-	-	-	17	18	94.4
	TERRELL COUNTY ISD	-	-	-	-	17	18	94.4

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
TERRY		92.8	-	71.6	66.2	156	194	81.4
	BROWNFIELD ISD	90.6	-	67.4	61.2	126	162	77.8
	MEADOW ISD	100.0	-	-	-	17	17	100.0
	WELLMAN-UNION CONS I	-	-	-	-	15	15	100.0
THROCKMORTON		95.2	-	-	-	22	23	95.7
	THROCKMORTON ISD	91.7	-	-	-	12	13	92.3
	WOODSON ISD	-	-	-	-	10	10	100.0
TITUS		92.9	93.6	66.6	86.5	249	271	91.9
	MOUNT PLEASANT ISD	92.9	93.8	66.8	86.5	249	271	91.9
TOM GREEN		95.9	89.1	77.6	76.4	1,092	1,228	88.9
	CHRISTOVAL ISD	94.7	-	-	-	23	24	95.8
	SAN ANGELO ISD	95.4	89.1	76.8	73.9	977	1,112	87.9
	WALL ISD	100.0	-	-	100.0	58	58	100.0
	WATER VALLEY ISD	100.0	-	-	-	34	34	100.0
TRAVIS		95.5	83.2	79.6	76.9	4,990	5,610	88.9
	AMERICAN INSTITUTE F	-	-	60.9	63.2	20	32	62.5
	AUSTIN ISD	94.7	81.5	78.3	75.6	3,454	3,977	86.8
	DEL VALLE ISD	89.8	100.0	81.7	84.7	235	271	86.7
	EANES ISD	99.5	-	100.0	100.0	477	479	99.6
	LAGO VISTA ISD	100.0	-	-	-	41	41	100.0
	LAKE TRAVIS ISD	94.8	-	85.7	76.5	142	152	93.4
	MANOR ISD	92.5	88.5	92.1	85.4	108	118	91.5
	PFLUGERVILLE ISD	96.2	95.3	88.8	80.0	513	540	95.0
TRINITY		86.3	84.4	-	76.9	141	164	86.0
	APPLE SPRINGS ISD	-	-	-	-	12	12	100.0
	CENTERVILLE ISD	81.0	-	-	-	18	22	81.8
	GROVETON ISD	95.2	-	-	81.8	46	48	95.8
	TRINITY ISD	80.3	76.2	-	67.9	65	82	79.3
TYLER		90.2	90.9	-	86.7	240	265	90.6
	CHESTER ISD	100.0	-	-	-	20	20	100.0
	COLMESNEIL ISD	100.0	-	-	100.0	34	34	100.0
	SPURGER ISD	76.0	-	-	-	20	26	76.9
	WARREN ISD	95.3	-	-	100.0	63	66	95.5
	WOODVILLE ISD	85.0	88.9	-	80.0	103	119	86.6
UPSHUR		90.5	98.2	91.3	89.8	405	442	91.6
	BIG SANDY ISD	88.1	90.9	-	100.0	49	55	89.1
	GILMER ISD	91.0	100.0	-	90.0	145	157	92.4
	HARMONY ISD	93.8	-	-	100.0	47	50	94.0
	NEW DIANA ISD	100.0	-	-	100.0	56	56	100.0
	ORE CITY ISD	87.5	-	-	77.3	49	55	89.1
	UNION GROVE ISD	80.4	-	-	73.7	42	52	80.8
	UNION HILL ISD	100.0	-	-	-	17	17	100.0
UPTON		95.3	-	97.1	93.8	75	78	96.2
	MCCAMEY ISD	93.1	-	95.2	90.5	48	51	94.1
	RANKIN ISD	100.0	-	100.0	100.0	27	27	100.0
UVALDE		92.9	-	82.6	81.9	371	413	85.7
	KNIPPA ISD	-	-	-	-	12	13	92.3
	SABINAL ISD	93.3	-	89.5	90.0	31	34	91.2
	UTOPIA ISD	91.7	-	-	-	11	12	91.7
	UVALDE CONS ISD	92.6	-	82.1	81.2	317	374	84.8
VAL VERDE		96.2	-	88.8	88.0	554	615	90.1
	COMSTOCK ISD	-	-	-	-	13	13	100.0
	SAN FELIPE-DEL RIO C	95.9	-	86.7	87.8	541	602	89.9
VAN ZANDT		93.2	91.8	67.9	83.2	505	549	92.0
	CANTON ISD	91.8	-	-	76.0	95	104	91.3
	EDGEWOOD ISD	100.0	-	-	100.0	67	67	100.0
	FRUITVALE ISD	70.0	-	-	60.0	15	22	68.2
	GRAND SALINE ISD	88.2	-	-	70.0	47	53	88.7
	MARTINS MILL ISD	100.0	-	-	-	31	31	100.0
	VAN ISD	95.5	-	-	86.4	115	123	93.5
	WILLS POINT ISD	93.5	86.7	61.6	86.8	135	149	90.6

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR. AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
VICTORIA		95.4	87.5	79.6	77.3	972	989	88.2
	BLOOMINGTON ISD	91.7	-	79.2	70.3	55	67	82.1
	VICTORIA ISD	95.5	87.1	79.6	79.4	817	922	88.6
WALKER		96.2	86.9	78.0	82.5	452	491	92.1
	HUNTSVILLE ISD	96.4	86.1	77.6	82.3	406	442	91.9
	NEW WAVERLY ISD	94.1	92.9	-	84.6	46	49	93.9
WALLER		92.9	90.9	74.6	81.8	360	403	89.3
	HEMPSTEAD ISD	95.5	85.7	85.7	80.6	78	86	90.7
	ROYAL ISD	79.1	90.6	58.8	73.8	62	78	79.5
	WALLER ISD	94.7	93.0	75.9	87.5	220	239	92.1
WARD		93.2	-	85.0	83.3	156	174	89.7
	GRANDFALLS-ROYALTY I	-	-	-	-	9	10	90.0
	MONAHANS-WICKETT-PYO	92.9	-	85.5	83.7	147	164	89.6
WASHINGTON		98.0	84.9	87.5	86.2	341	363	93.9
	BRENHAM ISD	97.9	86.6	85.7	88.7	318	338	94.1
	BURTON ISD	100.0	-	-	-	23	25	92.0
WEBB		95.8	-	89.5	88.5	2,278	2,539	89.7
	LAREDO ISD	100.0	-	88.5	86.6	1,240	1,396	88.7
	UNITED ISD	94.0	-	90.5	87.8	1,001	1,104	90.7
	WEBB CONS ISD	-	-	100.0	100.0	37	37	100.0
WHARTON		98.7	89.0	87.7	87.4	535	571	93.7
	BOLING ISD	100.0	100.0	100.0	100.0	70	70	100.0
	EAST BERNARD ISD	100.0	-	-	92.3	71	72	98.6
	EL CAMPO ISD	97.4	88.9	81.1	81.4	197	217	90.8
	LOUISE ISD	100.0	-	100.0	92.3	31	32	96.9
	WHARTON ISD	98.4	86.4	91.1	87.2	166	180	92.2
WHEELER		92.1	-	-	85.0	66	72	91.7
	ALLISON ISD	-	-	-	-	-	-	-
	FORT ELLIOTT CONS IS	-	-	-	-	-	-	-
	KELTON ISD	-	-	-	-	-	-	-
	SHAMROCK ISD	88.9	-	-	90.9	29	32	90.6
	WHEELER ISD	100.0	-	-	-	25	25	100.0
WICHITA		94.8	91.3	93.5	91.2	1,408	1,493	94.3
	BURKBURNETT ISD	90.0	92.3	92.3	79.5	227	251	90.4
	ELECTRA ISD	94.3	-	-	-	39	42	92.9
	IOWA PARK CONS ISD	94.8	-	-	92.0	150	158	94.9
	WICHITA FALLS ISD	96.2	91.4	93.5	92.7	992	1,042	95.2
WILBARGER		95.2	100.0	97.1	91.5	191	199	96.0
	HARROLD ISD	-	-	-	-	-	-	-
	NORTHSIDE ISD	93.3	-	-	-	18	19	94.7
	VERNON ISD	96.0	100.0	100.0	96.2	167	172	97.1
WILLACY		100.0	-	86.0	87.4	312	360	86.7
	LYFORD CISD	-	-	86.8	87.6	114	130	87.7
	RAYMONDVILLE ISD	100.0	-	84.3	85.9	176	210	84.8
	SAN PERLITA ISD	-	-	100.0	100.0	20	20	100.0
WILLIAMSON		96.8	94.1	91.3	88.5	2,698	2,809	96.0
	FLORENCE ISD	93.2	-	72.7	76.9	49	55	89.1
	GEORGETOWN ISD	97.7	85.7	89.7	91.4	421	438	96.1
	GRANGER ISD	100.0	-	-	-	24	25	96.0
	HUTTO ISD	100.0	-	-	-	46	47	97.9
	JARRELL ISD	92.0	-	-	-	29	31	93.5
	LEANDER ISD	94.1	100.0	93.2	85.9	453	480	94.4
	LIBERTY HILL ISD	91.5	-	-	91.7	71	77	92.2
	ROUND ROCK ISD	98.1	94.7	94.6	90.3	1,410	1,444	97.6
	TAYLOR ISD	91.7	92.9	86.4	86.7	172	189	91.0
	THRALL ISD	100.0	-	-	-	23	23	100.0
WILSON		96.3	-	77.9	75.0	405	448	90.4
	FLORESVILLE ISD	96.4	-	78.2	74.4	193	221	87.3
	LA VERNIA ISD	95.4	-	-	81.3	114	119	95.8
	POTH ISD	97.6	-	56.3	60.0	49	57	86.0

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APPENDIX C
ANNUAL DISTRICT COMPLETION RATES: CLASS OF 1996-97

COUNTY	DISTRICT	WHITE COMPLETION RATE	AFR AM COMPLETION RATE	HISPANIC COMPLETION RATE	ECON DIS COMPLETION RATE	1996-97 TOTAL COMPLETING	1996-97 GRADE 9-12 MEMBERS	1996-97 COMPLETION RATE
WILSON	STOCKDALE ISD	97.6	-	90.0	90.9	49	51	96.1
WINKLER	KERMIT ISD	100.0	-	100.0	100.0	111	111	100.0
	WINK-LOVING ISD	100.0	-	100.0	100.0	89	89	100.0
		100.0	-	-	-	22	22	100.0
WISE	ALVORD ISD	93.7	-	88.0	83.7	408	441	92.5
	BOYD ISD	100.0	-	-	-	29	30	96.7
	BRIDGEPORT ISD	86.4	-	-	60.0	53	62	85.5
	CHICO ISD	92.5	-	87.5	86.7	115	125	92.0
	DECATUR ISD	90.9	-	-	92.9	33	36	91.7
	PARADISE ISD	95.2	-	84.6	82.8	124	134	92.5
	SLIDELL ISD	100.0	-	-	-	41	41	100.0
		100.0	-	-	-	13	13	100.0
WOOD	ALBA-GOLDEN ISD	96.0	91.5	90.9	92.4	414	434	95.4
	HAWKINS ISD	95.8	-	-	91.7	46	48	95.8
	MINEOLA ISD	90.6	66.7	-	82.4	61	68	89.7
	QUITMAN ISD	96.4	90.0	-	96.3	104	110	94.5
	WINNSBORO ISD	96.1	100.0	-	91.7	88	91	96.7
	YANTIS ISD	100.0	-	-	100.0	85	85	100.0
		93.5	-	-	-	30	32	93.8
YOAKUM	DENVER CITY ISD	94.9	-	98.1	95.0	126	131	96.2
	PLAINS ISD	93.5	-	97.6	93.8	99	104	95.2
		100.0	-	100.0	-	27	27	100.0
YOUNG	GRAHAM ISD	88.8	-	82.1	77.3	227	259	87.6
	NEWCASTLE ISD	88.1	-	82.4	77.8	159	183	86.9
	OLNEY ISD	93.8	-	-	-	15	16	93.8
		89.6	-	81.8	73.3	53	60	88.3
ZAPATA	ZAPATA COUNTY ISD	91.7	-	97.4	96.5	158	163	96.9
		91.7	-	97.4	96.5	158	163	96.9
ZAVALA	CRYSTAL CITY ISD	-	-	82.1	80.3	133	161	82.6
	LA PRYOR ISD	-	-	78.0	76.3	97	129	78.2
		-	-	97.0	100.0	36	37	97.3

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

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Document Number GE9-601-01
August 1999